



Developing an Organizational Mission Statement in Youth Sport: Utilizing *Mad Libs* as a Novel, Shared Leadership Approach

Travis Edward Dorsch^a, Amand Hardiman^a, and Matthew Vierimaa^b

^aUtah State University, Logan, Utah, USA; ^bAcadia University, Wolfville, Nova Scotia, Canada

ABSTRACT

Sport organizations often utilize mission statements as “road maps” to guide the design and delivery of sport to youth. In the present work, we utilized a novel technique and sought out the perspectives of multiple stakeholders to craft a mission statement for an elite youth volleyball club on the east coast of the United States. Prior to the competitive season, a subset of club administrators ($n = 3$) head coaches ($n = 6$), parents ($n = 10$), and athletes ($n = 11$) participated in *Mad Libs*, a phrasal word game in which individuals are asked to fill in missing words in a prescribed, written story template. Key mission-relevant words were left blank, and beneath each blank was a prompt such as “noun (what the club should provide)”, “verb (what the club should do)”, or “adjective (kind of partnerships the club should build).” Participants completed stories individually, and responses were synthesized using content analysis. We then crafted a three-sentence mission statement and shared it with club stakeholders at a preseason meeting. The mission statement was adopted by the club and guides the direction of the club and its members. Importantly, our work highlights a novel technique, informed by a range of stakeholder perceptions and experiences, that can be used to craft an organizational mission statement in elite youth sport.

KEYWORDS

Content analysis; Elite youth sport; Mission statement; Organizational effectiveness; Shared leadership

Decades of research highlights the potential for youth to experience positive developmental outcomes through sport (see Holt, 2008 for a review). This process is influenced by their interactions with other individuals as well as the aims and values of their sport organizations (García Bengochea, 2002). Sport organizations represent a primary socialization context wherein the interactions of multiple individuals have the potential to influence athletes’ experiences and outcomes, as well as other important measures of organizational effectiveness (Fletcher & Wagstaff, 2009). In some cases, to guide the interactions that occur among individuals within the context of a sport organization, mission statements have been utilized.

CONTACT Travis E. Dorsch  Travis.Dorsch@usu.edu  Department of Human Development and Family Studies, 2905 Old Main Hill, Logan, UT 84322, USA.

© 2020 Association for Applied Sport Psychology

The importance of mission statements for youth sport organizations

Mission statements provide an underpinning framework that guides the direction of an organization and its members. In other words, mission statements serve to express the identity of an organization, its product(s), and who it serves (Moynihan & Pandey, 2004; Özdem, 2016). More specifically, mission statements serve as an internal guide for an organization as a way to communicate the purpose of an organization to its various stakeholders (e.g., members, competitors and consumers) (Morphew & Hartley, 2006). Mission statements serve several purposes for an organization. First, they become a way to analyze whether the organization is meeting the needs of its end-users (Connell & Galasiński, 1998). Second, they serve to increase the motivation of an organization's members to enhance their performance (Moynihan & Pandey, 2004). Last, they provide a measure of assessment for evaluating the effectiveness of an organization's practices (i.e., are they doing what they say they are striving to do?) (Radin, 1998).

In youth sport, mission statements can be seen as “road maps” to inform the design and delivery of sport to youth. For example, the Nike Elite Youth Basketball League's (EYBL) mission statement indicates that the organization is “dedicated to developing athlete potential through superior skill instruction, honest evaluation, and unprecedented exposure” (Nike Elite Youth Basketball League, 2020). Another national organization in the United States that sanctions youth sports, the Amateur Athletic Union (2020) has a stated mission “to offer amateur sports programs... for all people to have the physical, mental and moral development of amateur athletes and to promote good sportsmanship and good citizenship.” These are but two examples of the many mission statements that guide the design and delivery of youth sport in the United States.

An inclusive approach to developing mission statements

Recent literature on mission statements has begun to establish the need for practitioners to include key stakeholders in the process of their development (Hofstrand, 2009; O'Kane & O'Rourke, 2015). The desire to include members outside of traditional leadership positions is thought to help increase customer satisfaction (David et al., 2014). Of note, Hofstrand (2009) created a guide for the development of organizational goals and mission statements. O'Kane and O'Rourke (2015) followed by designing a framework to create stakeholder-centered mission and vision statements in higher education and then conducted a pilot study to examine the framework's effectiveness. David and et al.,' study informed organizations on how to create a customer-centered mission statement that included consumer feedback. Other areas of literature have followed suit in an effort to be more

inclusive in their approach to the development of mission statements. Despite these efforts, there is little-to-no evidence that the creation of mission statements in youth sport have sought the perspectives of multiple stakeholders. This is surprising, given the many individuals who comprise a youth sport organization (e.g., administrators, coaches, parents, athletes).

More troubling, research in sport suggests that organizational mission statements are often only known by the stakeholder(s) who implemented them. For instance, Camiré (2014) and Camiré et al. (2009) examined how a school's athletic mission statement was communicated to key stakeholders. Results suggested that administrators had exceptional knowledge of their school's mission statement, in part due to their efforts associated with creating the statement itself. However, coaches, parents, and athletes had little-to-no knowledge of their school's mission statements.

The need for stakeholder involvement

Youth sport involves numerous key stakeholders that influence athletes' developmental experiences. Hoye (2007) notes that key stakeholders in youth sport can consist of "athletes or players, coaches, officials, administrators" (p. 109). In addition, parents of young athletes are typically considered key stakeholders due to the salience of their role and impact on youth sport organizations (Dorsch et al., 2009; 2015; Harwood & Knight, 2009; Holt, 2008). To account for the roles, goals, and experiences of these many individuals, employing shared leadership within youth sport organizations may foster integrative and strategic planning among the multiple stakeholders who influence an organization. In contrast to top-down leadership processes, shared leadership is defined as "an emergent team property that results from the distribution of leadership influence across multiple team members" (Carson et al., 2007, p. 1218). This type of leadership engages multiple stakeholders in collaborative practices, fostering inspiration, consensus, trust, cohesion, and performance (Basham, 2012; Pearce & Sims, 2002; Wang et al., 2014). In other words, as an organization establishes its "road map," shared leadership seeks collaboration across multiple individuals or groups of individuals to build stronger commitment and buy-in to change.

In recent years, scholars have begun to investigate shared leadership in organized sport. Broadly, this literature has reinforced the belief that compared to top-down leadership, shared leadership in sport organizations is associated with improved performance and well-being (e.g., Mertens et al., 2020). Furthermore, coaches who facilitate shared leadership among their athletes are themselves perceived as stronger leaders by their teams (Fransen et al., 2020). Coaches and administrators can facilitate shared

leadership through multiple approaches, including imposing alternative leadership structures, providing experiential learning opportunities, and modeling shared leadership behaviors (Duguay et al., 2020). Nevertheless, the utility of crafting shared mission statements within youth sport organizations remains unexplored.

Purpose

To address this gap, the purpose of the present paper is to detail a novel shared leadership technique that can be used to craft a mission statement for youth sport clubs. The technique is novel because it has yet to be utilized in the development of mission statements in youth sport. Our efforts were commissioned by an elite youth volleyball club on the east coast of the United States, whose four administrators (i.e., president, executive director, technical director, and recruiting coordinator) were dissatisfied with the club's organizational "culture." Largely, their dissatisfaction stemmed from issues related to parent over-involvement, administrator and coach role ambiguity, and the club's definition and pursuit of "athlete development." The administrators sought a mission statement that would enhance the club's culture and afforded the authorship team exclusive access club stakeholders three months prior to their competitive season. In the season prior to our engagement, the stated the mission of the club was:

Founded in 2005, nationally recognized [Club] is a community of talented and diverse young athletes. In a competitive and caring environment, we inspire players at all levels to develop a strong core of discipline, character, leadership, and excellence that will enrich them throughout their lives.

Our work was designed to integrate the perspectives of multiple returning stakeholders within the club as we sought to craft a mission statement that could most effectively serve the organization moving forward. In doing so, club administrators asked us to "think outside the box while prioritizing a cross-section of opinions". We therefore sought to utilize a novel technique that could synthesize stakeholders' perceptions of the club's core values and aims.

Stakeholders

Stakeholders who took part in the creation of the club's new mission statement were a subset of club administrators ($n=3$), head coaches ($n=6$), athletes ($n=11$), and parents ($n=10$). Not all club stakeholders participated because our work took place prior to the club's fall tryouts. Therefore, we sought the perspectives of returning administrators and coaches, as well as athletes and parents (selected by club administrators)

who had demonstrated leadership over multiple years in the club. Although the club's athletes are all female, an effort was made to recruit a relatively equal proportion of male and female administrators, coaches, and parents who represented the social, racial, and economic makeup of the club. In this paper, we refer to these individuals as "stakeholders" because they all share a vested interest in optimizing the club's organizational effectiveness.

Administrators

Administrators ($n = 3$) were two males and one female ranging age from 35 to 45 years ($M = 40.3$). All three identified as White and were employed for wages outside of their roles as administrators within the club. Mean annual household income for the three administrators was \$157,400. All three had been volleyball athletes themselves and possessed sport coaching experience, but only one of the three had experience as a sport parent.

Coaches

Head coaches ($n = 6$) were three males and three females and ranged in age from 33 to 63 years ($M = 41.8$). All six identified as White. Four head coaches were employed for wages outside of their roles as head coaches within the club, one was self-employed, and one was retired. Mean annual household income for the six head coaches was \$219,533. All six had been volleyball athletes themselves, but none possessed experience as a sport administrator and only one had experience as a sport parent.

Parents

Parents ($n = 10$) were three males and seven females and ranged in age from 43 to 53 years ($M = 47.4$). Nine of the 10 identified as White and one as Latina. Eight parents were employed for wages and two identified as homemakers. Mean annual household income for the 10 parents was \$318,500. The number of children in parents' homes ranged from 1 to 3 ($M = 2.00$). Seven of the 10 had been athletes themselves (three in volleyball), three had been youth sport coaches (one in volleyball), and none possessed experience as a sport administrator.

Athletes

Athletes ($n = 11$) were all females and ranged in age from 12 to 18 years ($M = 14.5$). Seven of the 11 identified as White, and one each identified as Asian-American, African-American, Mixed-race, and Latina. Ten of the 11 athletes came from families with two parents in the household and the number of siblings in athletes' homes ranged from 0 to 2 ($M = 1.00$).

Components of quality mission statements

Mission statements are a simple decree that communicates an organization's purpose. According to Radtke (1998), missions have several components that should be included in a statement: (a) the organization's purpose (i.e., what opportunities or needs does the organization address?); (b) the organization's function (i.e., what is the organization doing to address those opportunities and needs?); and (c) the organization's values (i.e., what principles or beliefs guide the organization's work?). A mission statement adhering to shared leadership principles should also include input from multiple stakeholders within the organization. As the range of stakeholders included in the process increases, so too does the chance of an emotional commitment to the organization and its purpose (David, 2007). Importantly, quality mission statements should be treated as fluid documents. In other words, as the pulse of the organization changes over time, it is important that organizations revisit their mission statements and update them accordingly (David, 2007).

Why mad libs?

Mad Libs is a phrasal word game in which individuals are asked to fill in missing words in a prescribed story template (Yu et al., 2015). *Mad Libs* was invented by Roger Price and Leonard Stern in 1953 (Hossain et al., 2017) and its purpose is to spur humor and laughter through nonsensical syntax. Recently, a modified *Mad Libs* activity was employed in a research setting when Yu and et al., (2015) employed it as a means to enhance participants' focus and descriptions of images displayed to them. In the present work, we acknowledged that many key stakeholders were likely to be inexperienced with the process of developing a mission statement. As a result, using a modified *Mad Libs* activity provided us an opportunity to enhanced participant engagement and connection. In scaffolding club stakeholders' knowledge, we also saw the *Mad Libs* activity as a means to teach stakeholders: (a) the purpose of a mission statement is, (b) the components of a quality mission statement, and (c) the importance of stakeholder involvement in the development of an organizational mission statement.

How mad libs was used

As a first step, the authorship team compiled examples of published mission statements from prominent youth sport organizations (e.g., Little League, AAU, Pop Warner, AYSO). These were amalgamated into a single template and the template was edited to include explicit statements of organizational purpose, function, and values. The key action- and outcome-oriented words in the template were then deleted and replaced with blanks

Table 1. Most common responses from club stakeholders when completing the modified *Mad Libs* activity.

Blank	Most common response	<i>n</i> =	2 nd most common response	<i>n</i> =	3 rd most common response	<i>n</i> =	4 th most common response	<i>n</i> =
1	Supports	8	Promotes	3	Develops	2	Provides	2
2	Development	14	Success	8	Goals	2	Growth	2
3	Athletes	21	Families	1	Parents	1	Coaches	1
4	Dedicated	4	Purposeful	3	Basic	2	Important	2
5	Instruction	5	Life-skills	3	Fundamentals	2	Goals	2
6	Athletes	14	Parents	2	Coaches	2	Families	2
7	Its core	3	Family	2	People	2	Partners	2
8	Fosters	5	Supports	3	Teaches	2	Provides	2
9	An Environment	7	Growth	3	Skills	3	Standards	2
10	Long-term Success	5	Growth/Development	5	Playing in college	2	Club culture	2
11	Encourages	5	Creates	3	Supports	3	Fosters	2
12	Strong	9	Positive	8	Meaningful	2	Long-term	2
13	Parents	11	Athletes	6	Coaches	6	Members of the club	2
14	Support	3	Prepare	3	Achieve	2	Grow	2
15	Athletes	18	Families	4	Coaches	1	Parents	1
16	Volleyball Journey	5	Developmental process	3	School	3	Becoming an adult	3

Notes. **Bold text** indicates that the word (or a derivation of the word) was used in the construction of the club's revised mission statement.

Relatively high convergence existed across stakeholders as to the key components of an effective volleyball club. Specifically, a plurality of administrators, coaches, parents, and athletes agreed (i.e., offered the same response) on 15 of the 16 blanks in the modified *Mad Libs* activity. The exception was Blank 16, which elicited numerous responses, the most common of which were incorporated into the revised mission statement. The most common responses from club stakeholders when completing the modified *Mad Libs* activity are identified in [Table 1](#).

Subsequent to the content analysis, a three-sentence mission statement was crafted utilizing the most frequent and salient concepts from stakeholder responses:

The [Club] supports the development and success of its athletes through dedicated athletic instruction and purposeful life-skill training. The [Club] intentionally views athletes as its core and fosters an environment that contributes to their short- and long-term success and growth. The [Club] also encourages strong and positive partnerships among athletes, coaches, parents and administrators to support and prepare athletes as they navigate their athletic, academic, and personal development.

How the mission statement was received

The revised mission statement was presented to the entire club ($n=4$ administrators, $n=16$ coaches, $n=81$ parents, and $n=73$ athletes) at a preseason kickoff event in January 2020. The revised mission statement

addresses several weaknesses of the club's original statement. First, the purpose of the club (i.e., supporting the development and success of its athletes) is identified immediately and explicitly. Importantly, the first sentence also communicates *how* the club will accomplish this aim (i.e., through dedicated athletic instruction and purposeful life-skill training). Second, the new mission provides a statement of the club's goals (i.e., to contribute to athletes' short- and long-term success and growth). Finally, the new mission statement describes an organizational philosophy of fostering strong and positive relationships amongst key stakeholders with an eye toward developing athletes in a multitude of ways.

The revised mission statement has the potential to enhance the club's ability to measure its effectiveness moving forward. Other fields, most notably higher education, are in a novel stage of assessing how institutional units (i.e., student affairs) influence student learning and success (Dorimé-Williams & Shults, 2019). In an effort to better define and assess desired outcomes, mission statements are being clearly defined in these contexts. In a similar fashion, we constructed a clear mission statement that provides a succinct indication of what this elite volleyball club's values, goals, and desired outcomes are. During the preseason kickoff event where the revised mission statement was presented, we outlined how to map the club's events and curriculum (i.e., what they provide to the club's stakeholders) onto the stated mission. The mission is now serving as a road map to ensure that the behaviors of administrators, coaches, and parents align with the club's values, goals, and desired outcomes (Dorimé-Williams et al., 2017).

Lessons learned

Despite the contributions made by our work, certain limitations should be acknowledged as they may inform the future development of mission statements in youth sport contexts. First, stakeholders in the present work represented only a cross section of administrators, coaches, parents, and athletes within the club. It is possible that certain viewpoints were neglected, especially among the parents and athletes who were not asked to participate. Particularly, athletes who were not (yet) viewed as team leaders and parents who had thus far not been engaged in club politics may have been underrepresented. Therefore, our data may coalesce around the perspectives of like-minded individuals who already interacted regularly at trainings, competitions, and club events.

Second, although the present work forwards a novel, shared leadership technique that can be used to craft an organizational mission statement in the context of youth sport, more work is needed to compare and contrast the methods used in the past development of mission statements in youth

sport. A related concern is the assumption inherent to content analysis that *frequency* is analogous to *salience* in the assessment of stakeholder responses (Maxwell, 2010). Future work could pair interviews or focus groups with the *Mad Libs* activity to add context and/or nuance to participant responses.

Finally, despite the fact that responses were provided anonymously, it should be noted that the nature of the *Mad Libs* activity may have elicited a certain level of response bias among stakeholders. Despite this, our approach was preferred to asking stakeholders to draft a mission statement from scratch because it provided a common template to facilitate the synthesis of stakeholders' perceptions of the club's values, goals, and desired outcomes.

Conclusion

The purpose of the present paper was to detail a novel shared leadership technique that can be used to craft a mission statement for youth sport clubs. In doing so, we sought to facilitate the synthesis of stakeholders' perceptions of the club's values, goals, and desired outcomes. In utilizing a modified *Mad Libs* activity, our work highlights a novel technique, informed by a range of stakeholder perceptions and experiences, that can be used to craft an organizational mission statement in the context of youth sport.

Importantly, this work has the potential to shape the behavior of the many stakeholders who interact within this youth sport organization. It also may serve as a template for other sport organizations who wish to employ the novel *Mad Libs* technique as a way to craft a club mission statement using characteristics of shared leadership. The present work therefore provides sport psychology practitioners with an opportunity to foster more optimal interactions among key stakeholders in youth sport. Although the core audience of this journal is sport psychologists and performance consultants, our work may therefore appeal to sport researchers, educators, club leaders, coaches, parents, and athletes as well.

References

- Amateur Athletic Union. (2020). *About the amateur athletic union*. <https://aausports.org/AboutAAU>.
- Basham, L. M. (2012). Transformational leadership characteristics necessary for today's leaders in higher education. *Journal of International Education Research (JIER)*, 8(4), 343–348. <https://doi.org/10.19030/jier.v8i4.7280>
- Berelson, B. (1952). *Content analysis in communication research*. Free Press.

- Camiré, M. (2014). Youth development in North American high school sport: Review and recommendations. *Quest*, 66(4), 495–511. <https://doi.org/10.1080/00336297.2014.952448>
- Camiré, M., Werthner, P., & Trudel, P. (2009). Mission statements in sport and their ethical messages: Are they being communicated to practitioners? *Athletic Insight*, 11, 75–85.
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of Management Journal*, 50, 1217–1234. <https://doi.org/10.5465/amj.2007.20159921>
- Connell, I., & Galasiński, D. (1998). Academic mission statements: An exercise in negotiation. *Discourse & Society*, 9, 457–479.
- David, F. R. (2007). *Strategic management: Concepts and cases* (11th ed.). Prentice Hall.
- David, M. E., David, F. R., & David, F. R. (2014). Mission statement theory and practice: A content analysis and new direction. *International Journal of Business, Marketing, and Decision Sciences*, 7, 95–109.
- Dorimé-Williams, M. L., & Shults, C. (2019). Conducting comprehensive assessment within community colleges: Administrative, educational, and student support (AES) assessment with the Shults Dorimé-Williams Taxonomy. In P. L. Eddy (Ed.), *New directions for community colleges* (pp. 61–69). Wiley.
- Dorimé-Williams, M., Carlson, E., & Shults, C. (2017). *Developing systematic assessment practices for administrative, educational, and student support (AES) units*. National Institute for Learning Outcomes Assessment (NILOA).
- Dorsch, T. E., Smith, A. L., & McDonough, M. H. (2009). Parents' perceptions of child-to-parent socialization in organized youth sport. *Journal of Sport & Exercise Psychology*, 31(4), 444–468. <https://doi.org/10.1123/jsep.31.4.444>
- Dorsch, T. E., Smith, A. L., & McDonough, M. H. (2015). Early socialization of parents through organized youth sport. *Sport, Exercise, & Performance Psychology*, 4, 3–18.
- Duguay, A. M., Loughead, T. M., Hoffmann, M. D., & Caron, J. G. (2020). Facilitating the development of shared athlete leadership: Insights from intercollegiate coaches. *Journal of Applied Sport Psychology*. Advance online publication. <https://doi.org/10.1080/10413200.2020.1773576>
- Fletcher, D., & Wagstaff, R. D. (2009). Organizational psychology in elite sport: Its emergence, application and future. *Psychology of Sport and Exercise*, 10(4), 427–434. <https://doi.org/10.1016/j.psychsport.2009.03.009>
- Fransen, K., Mertens, N., Cotterill, S. T., Vande Broek, G., & Boen, F. (2020). From autocracy to empowerment: Teams with shared leadership perceive their coaches to be better leaders. *Journal of Applied Sport Psychology*, 32(1), 5–27. <https://doi.org/10.1080/10413200.2019.1617370>
- García Bengoechea, E. (2002). Integrating knowledge and expanding horizons in developmental sport psychology: A bioecological perspective. *Quest*, 54(1), 1–20. <https://doi.org/10.1080/00336297.2002.10491763>
- Harwood, C., & Knight, C. J. (2009). Stress in youth sport: A developmental investigation of tennis parents. *Psychology of Sport and Exercise*, 10(4), 447–456. <https://doi.org/10.1016/j.psychsport.2009.01.005>
- Hofstrand, D. (2009). Creating a mission statement, setting goals and developing strategies. In *Ag Decision Maker*. Iowa State University Extension.
- Holt, N. L. (2008). *Positive youth development through sport*. Routledge.
- Hossain, N., Krumm, J., Vanderwende, L., Horvitz, E., & Kautz, H. (2017). Filling the blanks (hint: Plural noun) for mad libs humor. In *Proceedings of the 2017 Conference on Empirical Methods in Natural Language Processing* (pp. 649–658). Copenhagen, Denmark: Association for Computational Linguistics.

- Hoye, R. (2007). Commitment, involvement and performance of voluntary sport organization board members. *European Sport Management Quarterly*, 7(1), 109–121. <https://doi.org/10.1080/16184740701270402>
- Maxwell, J. A. (2010). Using numbers in qualitative research. *Qualitative Inquiry*, 16(6), 475–482. <https://doi.org/10.1177/1077800410364740>
- Mertens, N., Boen, F., Steffens, N. K., Cotterill, S. T., Haslam, S. A., & Fransen, K. (2020). Leading together towards a stronger ‘us’: An experimental test of the effectiveness of the 5R Shared Leadership Program (5RS) in basketball teams. *Journal of Science and Medicine in Sport*, 23(8), 770–775. <https://doi.org/10.1016/j.jsams.2020.01.010>
- Miles, M. B., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*. SAGE.
- Morphew, C. C., & Hartley, M. (2006). Mission statements: A thematic analysis of rhetoric across institutional type. *The Journal of Higher Education*, 77(3), 456–471. <https://doi.org/10.1353/jhe.2006.0025>
- Moynihan, D. P., & Pandey, S. K. (2004). Testing how management matters in an era of government by performance management. *Journal of Public Administration Research and Theory*, 15(3), 421–439. <https://doi.org/10.1093/jopart/mui016>
- Nike Elite Youth Basketball League. (2020). *EBYL about*. <https://nikeeyb.com/about/>.
- O’Kane, C., & O’Rourke, P. M. (2015). Aligning aims in innovation management: A participatory approach to defining mission and vision statements. *Level 3*, 12, 10–19.
- Özdem, G. (2016). An analysis of the mission and vision statements on the strategic plans of highereducation institutions. *Educational Sciences: Theory & Practice*, 11, 1887–1894. <https://doi.org/10.12738/estp.2016.1.0185>
- Pearce, C. L., & Sims, H. P. Jr. (2002). Vertical versus shared leadership as predictors of the effectiveness of change management teams: An examination of aversive, directive, transactional, transformational and empowering leader behaviors. *Group Dynamics: Theory, Research, and Practice*, 6(2), 172–197. <https://doi.org/10.1037/1089-2699.6.2.172>
- Radin, B. A. (1998). The government performance and results act (GRPA): Hydra-headed monster or flexible management tool? *American Society for Public Administration*, 58, 307–316.
- Radtke, J. M. (1998). How to write a mission statement. *The Grantsmanship Center Magazine*, 68, 1–3.
- Sandelowski, M., Voils, C. I., & Knafl, G. (2009). On quantitizing. *Journal of Mixed Methods Research*, 3(3), 208–222. <https://doi.org/10.1177/1558689809334210>
- Wang, D., Waldman, D. A., & Zhang, Z. (2014). A meta-analysis of shared leadership and team effectiveness. *The Journal of Applied Psychology*, 99(2), 181–198. <https://doi.org/10.1037/a0034531>
- Yu, L., Park, E., Berg, A. C., & Berg, T. L. (2015). Visual mad libs: Fill-in the-blank description generation and question answering. In Proceedings of the IEEE International Conference on Computer Vision (pp. 2461–2469). Santiago, Chile: IEEE.