SERENDIPITOUS EDUCATIONAL PLANNING: EXPEDITIOUSLY APPLYING EFFECTIVE CHANGE ZONE (ECZ) MINDSET CONCEPTS

WALTER S. POLKA
Niagara University
JERRY I. WOLFGANG
Niagara University
ROSINA E. METE
Niagara University

ABSTRACT

Opportunities are like sunrises. If you wait too long, you miss them**. (William Arthur Ward)
The purpose of this article is to facilitate comprehension of key conceptual framework components of serendipitous educational planning using a practical example that was successfully implemented in 2015, replicated in 2016, and scheduled for 2017 at Niagara University in Western New York, USA. Serendipitous educational planning is based on the premise that individuals engaged in developing and implementing curriculum, programs, courses, and related educational activities need to have a "default planning paradigm" that they can readily apply if unexpected opportunities present themselves that are beneficial to the administration, faculty, and students of their respective organizations. The "default planning paradigm" henceforth known in this article as "serendipitous educational planning" implies a conceptual mindset that is always ready to efficiently and effectively incorporate new ideas from the ever-changing context into educational opportunities for faculty and students. This mindset is predicated on the Effective Change Zone (ECZ) conceptual framework that focuses on the human side of change and includes the following three key dimensions: organizational needs, social-professional needs, and personal needs.

INTRODUCTION

Serendipitous is defined as: *the faculty of making fortunate and unexpected discoveries by accident* (American Heritage Dictionary, 2017). Although the definition posits that those fortunate and unexpected discoveries occur by accident, it does not specify who and how the personal faculty or disposition for making those discoveries is developed or enhanced. The authors of this article contend that the personal faculty for doing so is a mindset that individuals nurture and reinforce by embracing a "default planning paradigm" consistent with well-established approaches to thinking about promoting educational changes using a conceptual framework that blends sound strategic and tactical orientations. The key components of serendipitous planning are congruent with the major components of the "effective change zone" innovation implementation process that focuses on the human side of change and includes the following three conceptual dimensions: organizational needs, social-professional needs, and personal needs (Griesmer, Lonneville, Scully, Haseley, & Polka, 2013; Lewis & Polka, 2014; Polka, 1977, 1994, 2007, 2009, 2010; Polka & Kardash, 2013; Polka, Mattai, & Perry, 2000, 2001; Polka & VanHusen, 2014; Polka, Wolfgang, Mete, Ayaga & Khokhar, 2014).

However, the authors also contend that if the planner waits too long to apply serendipitous planning principles or implementing the contemplated changes then the opportunity for success may be limited if not eliminated as adroitly identified by William Arthur Ward, a 20th Century American philosopher, who averred that, "Opportunities are like sunrises. If you wait too long, you miss them."

SERENDIPITOUS PLANNING CONCEPTUAL FRAMEWORK

The Organizational Needs Paradigm

      Educational planners have applied various classic strategic planning principles and tactical implementation designs to develop, evaluate, and improve curriculum programs, teaching approaches, and learning experiences (Brandt, 2000; Brooks & Brooks, 1993; Cook, 1995; Darling-Hammond, 1997; Dewey, 1938/1996; Doll, 1972; Eisner & Vallance, 1974; Freire, 1973; Fullan, 1999; Griesmer, et al., 2013; Hyman, 1973; Kaufman, Herman & Watters, 2002; Lewis & Polka, 2014; Lieberman, 1986; Norton, 2005; Ornstein & Hunkins, 1988; Polka, 2009; Polka & Kardash, 2013; Polka & VanHusen, 2014; Polka et al., 2014).

      Several useful educational planning paradigms have emerged, however, one of the most persistent common denominators of those paradigms incorporates the four key organizational change concepts articulated by Krug (1957). Those four organizational change factors have been identified as: cooperativeness, comprehensiveness, continuousness, and concreteness. Table 1 provides updated operational definitions for each of these organizational change factors and the dispositions that each factor evokes in members of the organization if routinely practiced based on organizational research. In addition, the table identifies construct validity correlated references that provide research support for each of the organizational factors from a variety of diverse research perspectives.

Table 1.

The Organizational Needs of Individuals Promoting and/or Experiencing Innovations

Organizational Needs with Operational Definitions	Dispositions Manifested by Organizational Members	Construct Validity Correlations
Cooperativeness This factor is predicated on the human need in organizations for gregariousness, collaboration, and collegiality in developing, implementing, and evaluating opportunities and changes confronting organizations and organizational actors.	• *Knowing that the administration of my organization encourages individuals and teams to promote changes in policies and procedures based on meeting the needs and interests of clients.* • *Feeling that I am encouraged to actively interact with my colleagues and others to plan innovative program concepts and procedures.*	Chatman & Barsade 1995; Lin, Hung, & Chiu, 2008; McAllister, 1995; Rank & Tuschke, 2014; Stevens & Slavin, 2016; Van Dyne, Vandewalle, Kostova, Latham, & Cummings, 2000.

Comprehensive		
This factor is based on organizational and individual needs to consider various real and potential intervening variables (people, things, and ideas) that impact organizational changes in both the short-term and long-term.	• *Knowing that my administration recognizes that there are internal and external factors that impact policy and program procedures but employ sound "risk management" approaches towards innovations.* • *Knowing that a SWOT analysis is paramount in the decision-making process used by administrators in both short-term and long-term innovations.* • *Knowing that the development, implementation and evaluation of innovations require broad thinking as well as specific actions.*	Carmeli, Friedman & Tishler, 2013; Fredrickson & Mitchell, 1984; Gomez, Peterson, Adler & Weisinger, 2015; Heavey, Simsek, Roche, & Kelly, 2009; Miller, 2008; Simons, Pelled, & Smith, 1999; Thomas & Abrosini, 2015.
Continuousness		
This factor is predicated on the need to constantly monitor and adjust the applications of the various components associated with new changes by either adapting or adopting them into organizational orientations, policies, procedures, and mores.	• *Knowing that the culture of my organization recognizes that change is inevitable and that it may occur rapidly or slowly but change will always occur.* • *Feeling that my organizational leadership recognizes that it is incumbent on all members to seek out innovations that meet the ever-changing needs and interests of clients.*	Anderson, Dooley, & Rungtusanatham, 1994; Beddoe, 2009; Chang, 2005; Gumport, 2000; Jørgensen & Busk-Kofoed, 2007; Kusek & Rist, 2004.
Concreteness		
This factor is based on the human need for specific examples and/or artifacts related to applying and further reinforcing the values associated with key organizational changes.	• *Knowing that members of my organization expect to see, experience, use, and evaluate, in work settings, any innovations developed under the auspices of the organization.* • *Feeling that my colleagues want practical examples and "real time/real world" assessments of proposed innovations.*	Brown & Duguid 1991; Feldman, 2000; Geiger, 2009; Gherardi, 2000; Jarzabkowski, 2004; Jensen & Meckling, 1995.

The Social-Professional Needs Paradigm

In addition to the above four organizational factors of serendipitous planning there exists six specialized "high-touch" social-professional needs or key normative expectation factors that must be addressed when planning and implementing changes that directly impact individuals engaged in innovations. These six needs were initially articulated in educational research and literature as: communication, empowerment, assistance in decision-making, leadership, opportunity for personal growth and time (Harnack, 1968).

Subsequent researchers have reinforced the significance of these six specialized "high-touch" social-professional needs in various contexts where innovative concepts and behaviors were studied (Beane, Toepfer & Alessi, 1986; Brandt, 2000; Griesmer, et al., 2013; Hall & Hord, 2006; Lewis & Polka, 2014; Miller, 1981; Polka, 1977, 1994, 2007, 2009; Polka & Kardash, 2013; Polka, Mattai, & Perry, 2000, 2001; Yuhasz, 1974). The successes of short-term and long-term changes have also been predicated on the specific attention given to these six social-professional

needs by planners who implemented and evaluated them (Fullan, 2005; Hall & Hord, 2006; Kotter & Cohen, 2002; Lewis & Polka, 2014; Polka, 2009; Polka & Kardash, 2013). Table 2 provides updated operational definitions for each of these social-professional change factors and the dispositions that each factor evokes in members of the organization if routinely practiced based on organizational research. In addition, the table identifies construct validity correlated references that provide research support for each of the social-professional factors from a variety of diverse research perspectives.

Table 2.

The Social-Professional Needs of Individuals Promoting and/or Experiencing Innovations

Social-Professional Needs with Operational Definitions	Dispositions Manifested by Innovators	Construct Validity Correlations
Communication The need to interact with others about diverse thinking and feelings relating to learning and using new knowledge and skills.	• *Knowing that there is a direct and transparent flow of information regarding innovations between organizational members and program decision-makers.* • *Knowing that innovations will be clearly articulated by organizational leaders both internally and externally to all impacted individuals.*	Janhonen, & Johanson, 2011; Kratzer, Leenders, & Van Engelen, 2004; Kivimäki et al., 2000; Linke & Zerfass, A, 2011.
Empowerment Individuals need to have significant input relating to the learning and applications of new knowledge and skills	• *Knowing that there are opportunities to influence the planning, design, implementation, and evaluation of innovations.* • *Feeling that your opinions are sought-out and that you can influence decisions that are made that alter the ways that things are done in your organization.*	Beirne, 2006; Hasani & Sheikhesmaeili, 2016; Huq, 2010; Long, 1996; Van Grinsven & Visser, 2011.
Assistance Individuals need to know that various resource personnel, in addition to the supervisor, are available to help scaffold the individual as they acquire and use new knowledge and skills.	• *Knowing that assistance is available from others in the organization to further develop innovative ideas.* • *Knowing that there are others who will support your innovative ideas and provide assistance in implementing and evaluating proposed changes.*	Belland, 2014; Hill & Hannafin, 2001; Puntambekar & Hubscher, 2005; Rojas-Drummond, Torreblanca, Pedraza, Vélez & Guzmán, 2013; Van de Pol, Volman, & Beishuizen, 2010.
Opportunity Individuals are acutely aware of both the short-term and long-term benefits associated with gaining and using new knowledge and skills.	• *Knowing that the organization leadership provides opportunities for individuals and teams to develop new ideas.* • *Recognizing that there are organizational rewards for implementing changes that improve the organization's achievement of goals and objectives.*	Bhattacharya & Bloch, 2004; Leipone & Helfat, 2010; Nidumolu, Prahalad, & Rangaswami, 2009; Rae, 2003.

Time		
Time Individuals are given ample time to practice and apply their new knowledge and skills in a variety of diverse ways for reinforcement and enhancement.	• *Knowing that the organization provides time to flesh out details related to innovations.* • *Feeling that the organizational leadership allows innovators to go "as fast as they can" and "as slow as they must" in order to get the innovation done right.*	Butler, 2010; Karpicke & Roediger, 2008; Leonard, 2008; Murphy, 1992.

The Personal Needs Paradigm

In addition, researchers have identified that there exists five significant personal "high-touch" needs or dispositional factors that impact the outcome of proposed innovations at the organizational level. These five "high-touch" needs are: challenge, commitment, control, creativity, and caring (Csikszentmihalyi, 1990; DePree, 1989; Glasser, 1990; Griesmer, et al., 2013; Kobasa, Maddi, & Khan, 1982; Lewis & Polka, 2014; Polka, 1994, 2007, 2009, 2010; Polka & Kardash, 2013; Polka, Mattai, & Perry, 2000, 2001; Polka & VanHusen, 2014; Polka et al., 2014; Stossel, 1992). These five factors have also been identified as contributing to individual and organizational successes in implementing and sustaining cognitive and behavioral changes (Fullan, 2005; Kotter & Cohen, 2002; Lewis & Polka, 2014; Hall & Hord, 2006; Polka, 2009; Polka & Kardash, 2013). Since these personal needs contribute to implementation successes as documented in the behavior change literature and research then it is imperative for educational planners to incorporate them into their serendipitous planning thinking. Table 3 provides updated operational definitions for each of these personal change factors and the dispositions that each factor evokes in members of the organization if routinely practiced based on organizational research. In addition, the table identifies construct validity correlated references that provide research support for each of the personal factors from a variety of diverse research perspectives.

Table 3.

Personal Needs of Individuals Promoting and/or Experiencing Innovations

Personal Needs with Operational Definitions	Dispositions Manifested by Innovators	Construct Validity Correlations
Challenge Individuals need to see the value in learning new knowledge and skills as an opportunity not a laborious task or crisis.	• *Believing that changes present opportunities for some and crises for others in organizations.* • *Having a sense of fun in implementing innovations and helping others adjust positively to change.*	Clifford, 1990; Fulmer & Turner, 2014; Miller, 2003; Sachdeva, 2005.

Commitment Individuals need to personally experience and "see and feel" a strong belief in the value of knowledge and skill acquisition in others associated with innovations.	• *Feeling that others in the organization and those who partner with the organization in special projects share a strong belief in the purpose and value of proposed innovations.*	Calantone, Cavusgil, & Zhao, 2002; Michaelis, Stegmaier & Sonntag, 2010; Sol, Beers & Wals, 2013; Waters, 2000.
Control Individuals need to influence their learning of new knowledge and skills and the outcome of new programs according to their interests, aptitudes, and dispositions.	• *Knowing that individuals have a proclivity to believe and to act as if they are in control and can influence the course of their lives.* • *Feeling personally able to control the outcomes of special projects.*	Schiefele, 1991; Smith, 2009; Turner & Makhija, 2006; Väljataga & Laanpere, 2010.
Creativity Individuals need to envision diverse applications of concepts and strategies associated with innovations.	• *Believing that there are diverse options to existing organizational policies and procedures.* • *Knowing that unique solutions to existing problems or potential opportunities are supported by organizational leadership*	Bharadwaj & Menon, 2000; Peppler & Solomou, 2011; Sawyer, 2011; Sawyer & DeZutter, 2009.
Caring Individuals possess a strong human need to experience a nurturing family atmosphere and attitude in their learning and work places.	• *Knowing that a caring culture exists in the organization and is promoted by the leadership.* • *Feeling nurtured in the organization and encouraged to nurture others.*	Corley & Raines, 1993; Felgen, 2004; Fuglsang, 2008; Sikma, 2006.

Representation of the Effective Change Zone (ECZ)

One of the most appropriate figures designed to represent the Effective Change Zone (ECZ) is portrayed in Figure 1. Since there is congruence between the ECZ and "Serendipitous Planning" educational planners and decision-makers need to keep this figure in their mindset for serendipitous applications in order to be prepared to assess and react to marketplace opportunities in their respective local contexts. Accordingly, the most successful and sustainable innovations occur at the confluence of the three conceptual dimensions: organizational needs, social-professional needs, and personal needs (Polka, 2007; Polka & Kardash, 2013). The "sweet spot" for serendipitous planning in order to implement organizational and personal change both effectively and efficiently.
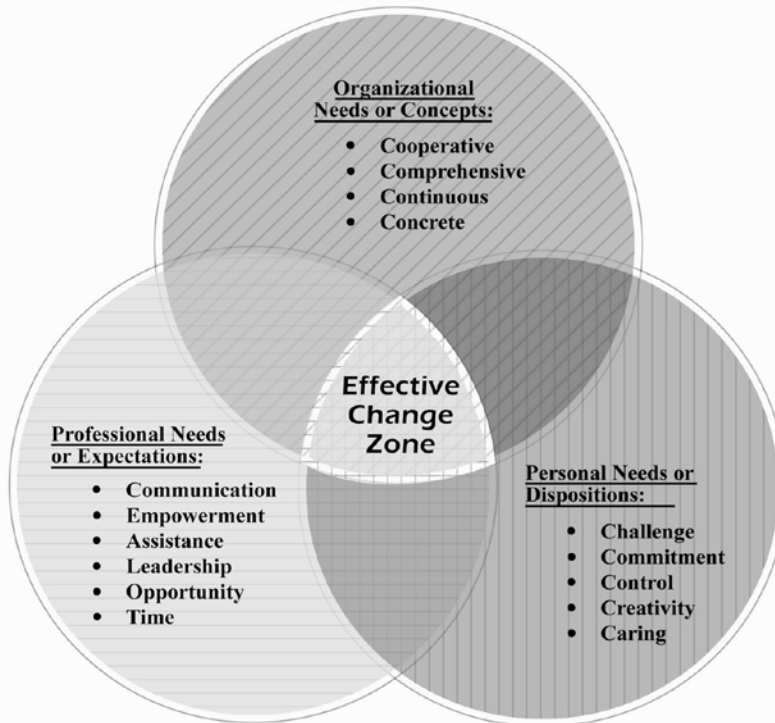
Figure 1. The Effective Change Zone (Polka, 2007)

THE NIAGARA UNIVERSITY CASE STUDY

A model serendipitous planning opportunity occurred in 2015 as a College of Hospitality and Tourism Management Adjunct Professor at Niagara University in Western New York was contacted by a local community organization, The Niagara Falls Country Club Porter Cup Committee. The adjunct professor, who teaches event planning in the college, was initially approached by the local golf course administrators to see if there was a possibility of using undergraduate students as "staff volunteers" for the 2015 tournament since the golf club is basically in the "backyard" of the university. The college dean was then contacted by the adjunct professor and the opportunity to partner for the benefit of the university, the students, and the golf club was identified as very appealing since it was perceived as an excellent opportunity to provide undergraduate students with practical experiences in event planning, implementation, and evaluation within an already existing course of study.

The college administration agreed to refine and approve the event planning course curriculum so that it now included a field practices or 'learning laboratory' component of the course and working the golf tournament would satisfy a "course practicum experience." Thus, students would be able to earn three hours of undergraduate credit for successfully completing the course content related to general event planning as well as the specific expectations associated with their practical experiences serving as "staff" members for this internationally acclaimed amateur golf tournament. Seven students registered and successfully completed the course in Summer 2015 semester. The feedback received was that this learning experience was not only unique and valuable to the students but also beneficial to the university and the golf club. As a

result of this initial course offering, a subsequent undergraduate course was further developed and implemented for the 2016 summer semester drawing another seven students who successfully completed it.

The Dean of the College of Hospitality and Tourism Management was so impressed with the success of the partnership and the learning experiences of the students who matriculated in the course for credit as well as with the feedback he received from several other student-athletes who were encouraged to volunteer for event activities by their colleagues taking the course that he authorized the course to be offered as a regular summer curriculum offering in the college commencing in the Summer 2017 semester. Subsequently, as a result of serendipitous planning, the course: TRM 441"Golf Tournament Management and Evaluation" is now in the third year of operation.

Serendipitous Planning Case Study Correlation with Effective Change Zone Mindset Framework

The following retrospective analysis of the experiences of the key actors in this case study is presented to affirm the significance of having and applying serendipitous planning thinking within an Effective Change Zone (ECZ) mindset to quickly implement a solution to a win-win-win curriculum opportunity for the university, their undergraduate students, and a local community organization.

Applying the Organizational Needs Paradigm
Cooperativeness

The Niagara Falls Country Club 2015 Porter Cup Committee recognized that they were in need of additional volunteers to help staff their premier amateur golfing event in July so they contacted an adjunct professor who was well known to them to seek assistance from Niagara University students who may be taking classes during the summer session. The professor recognized that this was a "golden opportunity" for him to incorporate "hands-on learning" into his event management course. Subsequently, he explained the opportunity to his Dean who encouraged the professor to further develop this opportunity in cooperation with the Porter Cup Committee and university personnel where necessary. The initial transparent and encouraging cooperation between all involved parties facilitated the development and implementation of the concept of having university undergraduates, mostly athletes on campus for summer training, participate as volunteer staff members at a local country club to produce a major amateur golfing event that draws over 80 golfers and hundreds of visitors during the three days of the tournament.

The cooperative spirit promoted by the three key actors in this partnership: the adjunct professor, the Dean of the College, and members of the 2015 Porter Cup Committee was also instilled in others who participated to make the program a success. For example, the CEO of Niagara Falls Country Club gave a tour of club facility to students during one of the class sessions held on the golf course. He explained the importance of the Porter Cup Tournament to Niagara Falls Country Club and the greater Niagara region in terms of international recognition and tourism dollars. The Chair of Executive Committee for Porter Cup explained the Volunteer Committee Structure and the work assignments that students would be asked to perform. The Professional Golf Pro at the Niagara Falls Country Club also provided golf tournament information including scoring, golf course layout, and player organization via on campus lectures and he also provided golf course tours to students, many of whom had never been to or on an outstanding country club golf course that was being especially well groomed for the high-level international amateur tournament. In addition, many country club members interacted with the undergraduates who gained valuable insight into country club behaviors and golf course etiquette. The cooperative spirit among the key partnership actors as well as the will to make this experience happen was a key factor for its success.

Comprehensiveness

The adjunct professor initially utilized a SWOT (Strengths, Weaknesses, Opportunities, and Threats) approach to consider the viability of approaching the Dean with a suggestion to incorporate a practicum type of learning experience, using the country club, into his course in event planning. His assessment was that when considering all SWOT factors that this was still a very viable opportunity for his students. In subsequent conversations with the Dean it was determined that this was, indeed, a feasible option at this time for the students in this specific course. In working with the Porter Cup Committee, the adjunct professor also highlighted the results of his SWOT analysis and they were also convinced that this was a very good opportunity for them to fulfill a staffing need at minimal cost to them since there would be no reimbursement for the student labor but there would be additional volunteer food costs and expenses for other related supplies.

At the first class meeting, the general issues of the traditional event planning process were presented to students as well as other specific issues related to the Porter Cup Golf Tournament including: purpose, design, and structure of the tournament, possible student event roles and assignments, planning for the actual implementation of the event, public information protocols and student interactions not only with the public who attend the event but also with the golfers, media reporters, club membership, and club personnel. Personal planning, grooming, and time management approaches were emphasized at subsequent class sessions on campus to the students so that they would be at their designated work locations on time and appropriately dressed to represent themselves and their university as well as the country club. Security issues were specifically addressed as the event commencement approached so that every student had knowledge of safety plans and a sense of safety at the event in order to manifest that sense to the players and spectators as well as to provide directions for security purposes if needed.

The course professor also focused on the opportunity that this event presented to the students in terms of their "real world" learning about situations that occur in contexts that may be new to them, how to cope with new situations and learn from these new experiences. Since so many of the amateur golfers who participate in the Porter Cup Tournament are from countries other than the USA and Canada, the instructor focused on the need for the students to understand and appreciate diversity at international events such as this one. The comprehensiveness associated with this preparation also included the presentation and review of SWOT analysis with specifics related to the Porter Cup and the partnership between the university and the community.

Continuousness

The Niagara University College of Hospitality and Tourism Management course, TRM 441: "Golf Tournament Management and Evaluation" is now in the third year of operation and is a well-established course that may be used by students to complete their college graduation sequence requirements in various hospitality and tourism programs such as: Hotel Management, Sports and Recreation Management, Hospitality-Restaurant Management, and Tourism Management. The class has been evaluated by students for the past two years and based on their experiences they have suggested changes in student participation at the tournament including having updated event management materials and more volunteer committee participation. In addition, the partners in this experience including Niagara University faculty and administration as well as the Country Club Porter Cup Committee all share in the belief that changes will occur in this event operation and look forward to working together to make the learning experience for students and the sporting experience for golfers and spectators an even more respectable world class event.

Concreteness

The "proof was in the event" for the past two years as students successfully completed the four-week undergraduate course that included three days of volunteer work at the tournament

as well as several hours of pre-event planning at the country club and post-event debriefings and evaluations both at the club and on the campus. They received three hours of undergraduate credit and valuable "hands-on" experience in event planning, implementation, and evaluation.

Applying the Social-Professional Needs Paradigm
Communication

Communication was a major factor in the success of this serendipitously planned experience as the major actors established the importance of open and honest interactions from the beginning. The professor constantly interacted with members of the Porter Cup Committee to determine their event needs and role assignments for the students. In addition, he utilized the on-campus classroom time to buttress the various themes of the event planning course in light of the local golf tournament expectations. Speakers to class reinforced for students the importance of their roles in planning, implementing, and evaluating the event and included professionals in the event planning field such as: a certified event planner, a director of athletics, a secondary school principal, and the Niagara County Tourism Director. Students were well versed in the importance of effective communication in staging major events and they internalized the lessons very well as they effectively practiced their communication skills at an intense level during the three days of the actual golf tournament.

Empowerment

The adjunct professor was empowered by the College Dean to work with the Porter Cup Committee to establish the best learning experiences possible for undergraduate students pursuing a degree in the travel, tourism, and event management industry and was given wide latitude in determining the newly revised event planning course syllabus, objectives, activities, and assessments. The Porter Cup Committee also empowered the professor to use his judgment regarding the deployment of students as volunteer staff throughout the tournament and authorized him to also serve as their "work experience coordinator" representing the country club. The professor in turn empowered the students to gain inside information about real world event operations by connecting them to various tournament committees and giving them key roles before, during, and after the actual tournament play including: housing coordination, meal and special social event organization, score reporting, transportation, and public relations.

The students were also exposed to valuable leadership lessons through practical working interactions with various country club leaders. Several country club members particularly enjoyed sharing their sage leadership advice with young aspiring entrepreneurs. Thus, there were multiple dimensions to the social-professional factor of empowerment that emerged as this serendipitously planned event developed, including some life-long empowering advice from individuals who came from diverse professional backgrounds.

Assistance

Country club employees including the CEO and his staff were available throughout the 16 course meeting days especially during the Porter Cup Week to provide information to the students about club operations, event preparations, and implementation procedures. The club golf pro served as a valuable resource to the students in terms of explaining the finer points of the game as well as rules that the athletes must follow during the tournament rounds of play. The adjunct professor was provided additional help from the university as needed to schedule and track student participation at the event, both on campus and at the country club. The adjunct professor was available at the various functions of the tournament to directly supervise the students and receive feedback from the Porter Cup Committee members and country club staff regarding student needs from their professional perspectives.

Since this was a new partnership experience for all of the key actors, obtaining and giving assistance was of paramount concern. The success of the experience was attributable by most participants to the amount and quality of assistance given to the students by country club members, administration, and members.

Leadership

The Dean of the College of Hospitality and Tourism Management modeled key leadership attributes by his quick approval of the real world experiential concept associated with this event planning course for the Summer of 2015 and facilitating the acceptance of this type of approach to teaching and learning by other administrators and faculty members. The country club Porter Cup Committee played a key leadership role in reaching out to the adjunct professor to help them with their pending staffing needs for the 2015 event. The professor demonstrated creative leadership throughout the experience by not only serving as the course teacher with excellent event management knowledge but also demonstrating his vast interpersonal skills serving as the "on-site supervisor" for the course practicum at the golf course.

Opportunity

This serendipitously planned experience was definitely a "win-win-win" experience for the key participants in this unique partnership. The 2015 Porter Cup Committee was able to accomplish its objective of appropriately staffing the golf tournament with minimal additional costs to the country club. The College of Hospitality and Tourism Management was able to provide a creative hands-on learning experience for its students, especially student-athletes, during the short-term summer semester, and the undergraduate students completed a three-hour event planning course in 16 days and had an immersion in real world unique experiences and personal contacts that will last the students throughout their careers. The students expressed their appreciation for the experience and specifically identified their knowledge growth in event planning as a result of this learning experience. They also gained valuable lessons in how to encourage volunteer participation in events and how to manage themselves and others for the good of organizational goals and objectives.

Time

"Tempus Fugit" is the Latin term for "time flies" and that definitely applies to event management as the Niagara University students adroitly learned during their Porter Cup experience. They began the event-planning course during early July but were immediately cast into the pre-event planning process for the Porter Cup. They quickly gained an appreciation of personal and organizational time management due to resolving pre-event and event scheduling issues. Their time in the campus course was compressed into a summer session of 16 days of three hours each for a total of 48 hours of course-related instructional time including the practicum experiences. Several students indicated that 'the time seemed to fly-by because we were so involved in the activities of the golf tournament.'

Although the adjunct professor was compensated for his time and energy, it was quite an extensive and intensive teaching role for him in terms of re-structuring the course and operationalizing the supervision of the students during the practicum experiences at the country club. But, he possessed an extraordinary passion for the Porter Cup Golf Tournament having served as the Chair of the event in the past and he has a quintessential commitment to both event management and his Niagara University students. Thus, he was clearly the right person at the right time to lead this serendipitous planning opportunity. This reflects the significance of the "Good to Great" concept of getting the right people on the right seats of the bus so that they can appropriately drive innovations (Collins, 2001). Time will always be an issue in educational planning and curriculum implementation but with serendipitous planning less time is spent on the

actual organizational approval processes for change so that more time may be spent where its impact is the greatest---at implementation stage.

Applying the Personal Needs Paradigm
Challenge

The challenges associated with this program were mostly centered on issues related to student awareness of country club informal rules and expected behaviors. But, these challenges were overcome by careful attention to the needs of the students. Although most of the students in the initial 2015 program were college athletes, most of them had never been to a country club or experienced a competitive golf match on a finely manicured golf course. Some had initially expected to sit in class and learn about event management from the instructor and the textbook but this course definitely, 'threw them a curve ball.' However, students are used to adjusting to diverse curriculum orientations and course activities; so they adapted very well to the 'hands-on' approach of this course.

The adjunct professor spent considerable pre-country club time in class instructing students about appropriate volunteer dress and behavior as well as the customs and atmosphere of country clubs. Since several of the amateur golfers who would be participating in this international golf tournament were from countries other than the USA and Canada, the adjunct professor utilized a three hour "diversity appreciation" curriculum guide that facilitated greater understanding of the differences that the students might encounter as they served as volunteers at the event. Again, the background and experiences of the professor were tantamount to overcoming some of these student challenges. In addition, as he observed behaviors that were not consistent with country club behavior at the golf course, he immediately addressed the situation with the individual involved. Of course, there were a few times when he had to also remind the country members and other volunteers that these students were "newbies" to the environment and were learning as they were working. However, due to the instructor's persuasive style and awareness of the needs of his students, all challenges were successfully overcome. Several students later identified that, 'they learned some things they had never thought about before' which is the value of practical real-world experiences and, also, demonstrates another serendipitous aspect of serendipitous planning!

Commitment

All participants in this unique university-community organization partnership displayed a tremendous amount of commitment to the event management course and the country club practicum. The adjunct professor who developed the course with the hands-on practicum and implemented it both in the Niagara University classroom and at the country club golf course obviously evidenced his ubiquitous commitment to the program and his students as well as the Porter Cup Golf Tournament. The Dean of the College of Hotel and Tourism Management demonstrated his commitment to the program by his initial approval of the course concept and his facilitation of the university acceptance of the course for credit in an efficient and effective manner. The members of the Niagara Falls Country Club 2015 Porter Cub Planning Committee and the administration and staff of the club itself displayed a focused dedication to the experience. And, the students who successfully completed the course and the country club members who assisted their volunteer work reflected a robust commitment to the program and each other. It was stated from the various partnership perspectives: Niagara University faculty, College Administration, Country Club Porter Cup Committee members, country club administration, and country club members that the 'dedication to make this program work by everyone involved contributed to its outstanding success'. This commitment, borne out of the serendipitous planning approach, is another key aspect that educational planners need to keep in mind when opportunities such as this one occurs in their respective contexts.

Control

The undergraduate students had distinct opportunities via this experience to test their personal management skills as they were involved in various work on the golf course during the event such as: crowd control, player scoring processes, social event planning and implementation, transportation, communications with media personnel, and event evaluations. By all accounts the students performed their tasks admirably and demonstrated excellent interpersonal skills, not only with the public but also with the international golfers, many of whom were also their peers. This was, indeed, a very unique opportunity for the students to assert themselves as event workers and learn much about event management as well as about themselves personally. This control factor could be planned into an elaborate strategic plan for the event but because it was at the forefront of the initial planner's thinking, it was seamlessly integrated into both the course academic focus and the practical learning experiences. This is another indication of the value of having a 'default planning paradigm' that includes the key elements of the Effective Change Zone (ECZ) as a mindset framework and trusting in the serendipitous planning model.

Creativity

This partnership is evidence of creative, "out of the box" thinking on the part of both Niagara University and the Niagara Falls Country Club and their respective representatives. The adjunct professor was the main cog in this partnership as he played key roles within and between both organizations. His personal and professional creativity manifested itself throughout this experience as he developed unique and diverse classroom activities for the academic component of the course and used his ingenuity to deploy and supervise the students at the country club based on their individual interests and learning needs. The Dean of the University displayed his creativity by providing his students with a unique opportunity to earn college credit in a combined academic and pragmatic focused fashion. The country club staff and administration as well as the 2015 Porter Cup Planning Committee demonstrated creativity with their proposal to use Niagara University students as volunteers and creating the climate for them to be successful in a new and different environment. Thus, the importance of the human quest to be creative in problem-solving and decision-making was amply addressed via this unique experience. The initial use of the serendipitous planning approach based on the Effective Change Zone conceptual framework by the key actors and their trust in each other and the process speaks volumes about their personal and organizational creativity.

Caring

All participants in this unique university-community organization partnership displayed a genuine and generous amount of caring for each other and to the event management course and the country club practicum. The professor continuously displayed an authentic caring student-centered disposition throughout the course and golf course practicum. This attitude was transparently transmitted to students on a daily basis and became infectious to them as they began to emulate his caring attitude with each other and those with whom they had contact during their volunteer assignments. The Dean of the College often queried about student feelings regarding studying and working in event management and showed not only his genuine interest in the partnership but also his authentic caring for the individual students. The country club administration, staff, and Porter Cup committees all cared for the welfare of the students and provided a 'high-touch' personal climate designed to enable the students to feel comfortable. Caring in organizational development strategic plans is not often highlighted but it is an integral aspect of the serendipitous planning model as reflected throughout this case study. It is an essential aspect of the personal needs approach to facilitating innovation implementation and sustainment and at the forefront of serendipitous planners mindset.

SUMMARY

Therefore, this retrospective analysis of a unique partnership between Niagara University's College of Hospitality and Tourism Management and the Niagara Falls Country Club has provided evidence of the successful application of the key principles of serendipitous planning within the conceptual framework of the Effective Change Zone (ECZ). It truly was a 'win-win-win' experience that most importantly resulted in personal and career development wins for undergraduate students in terms of their academic and pragmatic event management learning in intense summer session that also was 'different and fun' for them according to their reflections and course evaluations. This experience was also a success for The Niagara Falls Country Club and the 2015 Porter Cup Planning Committee that was able to appropriately staff their Porter Cup Golf Tournament with additional volunteers at minimal cost to the total operation. Additionally, it was a positive experience for the Niagara University College of Hospitality and Tourism Management by providing a unique, 'learning by doing' addition to one of their existing courses to further enhance their curriculum. The course also met the limited time needs and interests of student-athletes who were on campus for their summer training and orientation and, thus, was an attraction for students who were considering majoring or developing a minor in the college's various programs of study. The success of this specific partnership program is evidenced by the fact that it has become institutionalized into the curriculum in the college and was again offered for undergraduate credit in 2016 and will be offered again in July of 2017. Thus, the partnership and the events management course with pragmatic experiences at the country club's annual Porter Cup Tournament is another excellent demonstration of the value of serendipitous planning based on the conceptual framework of the Effective Change Zone in order to develop and implement major curriculum innovations.

In addition to this case study, other research related to the application of the Effective Change Zone (ECZ) conceptual framework have confirmed the significance of those three human side of change dimensions: organizational needs, social-professional needs, and personal needs for innovative success and sustainment (Griesmer, et al., 2013; Lewis & Polka, 2014; Polka, 2009; Polka & Kardash, 2013; Polka, Mattai, & Perry, 2000; Polka & VanHusen, 2014; Polka, et al., 2014). Each of those studies related to educational marketplace opportunities for innovation at a most propitious time and in a most common context. The use of serendipitous planning as a "default planning paradigm" as articulated in this case study was imbued in the mindset of the leaders of those previously researched innovations. Timing, the right people, and excellent relationships are keys to making and sustaining meaningful changes in education. But, those promoting changes also need to incorporate serendipitous planning into their 'leadership toolbox' so that they can react to exigent opportunities efficiently and effectively. There may not be time to re-work a well-designed strategic plan for change in an organization when an urgent opportunity arises but having a well-thought-out mindset for change such as expressed in this article is a valuable precursor. Changes in education often occur serendipitously, however, just like the predictable rising sun, if you wait too long, you could miss it!

REFERENCES

Anderson, J., Dooley, K., & Rungtusanatham, M. (1994). Training for effective continuous quality improvement. *Quality Progress*, 27(12), 57-61.

Beane, J., Toepfer, C., Alessi, S. (1986). *Curriculum planning and development*. Newton, MA: Allyn and Bacon.

Beddoe, L. (2009). Creating continuous conversation: Social workers and learning organizations. *Social Work Education: The International Journal*, 28(7), 722–736.

Beirne, M. (2006). *Empowerment and innovation: managers, principles and reflective practice*. Edward Elgar Publishing.

Belland, B. (2014). Scaffolding: Definition, current debates, and future directions. In J. M. Spencer et al. (Eds). *Handbook of research on educational communications and technology* (pp. 505-518). New York: Springer.

Bharadwaj, S., & Menon, A. (2000). Making innovation happen in organizations: Individual creativity mechanisms, organizational creativity mechanisms, or both? *Journal of product innovation management*, *17*(6), 424-434.

Bhattacharya, M., & Bloch, H. (2004). Determinants of innovation. *Small business economics*, *22*(2), 155-162.

Brandt, R. (Ed). 2000. *Education in a new era.* Alexandria, VA: Association for Supervision and Curriculum Development.

Brooks, J., & Brooks, M. (1993). *In search of understanding: The case for constructivist classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

Brown, J., & Duguid, P. (1991). Organizational learning and communities of practice: Toward a unified view of working, learning, and innovation. *Organization Science 12*(2), 40-57.

Byrne, C., Mumford, M., Barrett, J., & Vessey, W. (2009). Examining the leaders of creative efforts: What do they do, and what do they think about? *Creativity and Innovation Management*, *18*(4), 256-268.

Butler, A. (2010). Repeated testing produces superior transfer of learning relative to repeated studying. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *36*(5), 1118.

Calantone, R., Cavusgil, S., & Zhao, Y. (2002). Learning orientation, firm innovation capability, and firm performance. *Industrial marketing management*, *31*(6), 515-524.

Carmeli, A., Friedman, Y., & Tishler, A. (2013). Cultivating a resilient top management team: The importance of relational connections and strategic decision comprehensiveness. *Safety Science*, *51*(1), 148-159.

Chang, H. (2005). The influence of continuous improvement and performance factors in total quality organization. *Total Quality Management and Business Excellence*, *16*(3), 413-437.

Chatman, J., & Barsade, S. (1995). Organizational culture, and cooperation: Evidence from a business simulation. *Administrative Science Quarterly*, *4*(3), 423–443.

Clifford, M. (1990). Students need challenge, not easy success. *Educational Leadership*, *48*(1), 22-26.

Collins, J. (2001). *Good to great: Why some companies make the leap…and others don't.* New York: Harper Business.

Cook, W. (1995). *Strategic planning for America's schools.* Arlington, VA: American Association of School Administrators.

Corley, M., & Raines, D. (1993). An ethical practice environment as a caring environment. *Nursing administration quarterly*, *17*(2), 68-74.

Csikszentmihalyi, M. (1990). *Flow*. New York: Harper & Row.

Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work.* San Francisco, CA: Jossey-Bass Publishers.

DePree, M. (1989). *Leadership is an art.* New York: Dell.

Dewey, J. (1996). *Experience in education.* New York: MacMillan. (Original work published 1938).

Doll, W. (1972). A methodology of experience: An alternative to behavioral objectives. *Educational Theory, 22*, 309-324.

Eisner, E., & Vallance, E. (Eds). (1974). *Conflicting Conceptions of Curriculum.* Richmond, CA: McCutchan.

Feldman, M. (2000). Organizational routines as a source of continuous change. *Organization Science*, *11*(6), 611–629.

Felgen, J. (2004). A caring and healing environment. *Nursing Administration Quarterly*, *28*(4), 288-301.

Fredrickson, J., & Mitchell, T. (1984). Strategic decision processes: Comprehensiveness and performance in an industry with an unstable environment. *Academy of Management Journal*, *27*(2), 399–423.

Freire, P. (1973). Pedagogy of the oppressed (rev. ed). New York: Continuum.

Fuglsang, L. (Ed.). (2008). *Innovation and the creative process: towards innovation with care*. Cheltenham, UK: Edward Elgar Publishing.

Fullan, M. (1999). *Change forces – the sequel.* Philadelphia, PA: Falmer Press.

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action.* Thousand Oaks, California: Corwin Press.

Fulmer, S., & Turner, J. (2014). The perception and implementation of challenging instruction by middle school teachers: Overcoming pressures from students. *The Elementary School Journal*, *114*(3), 303-326.

Geiger, D. (2009). Revisiting the concept of practice: Toward an argumentative understanding of practicing. *Management Learning*, *40*(2), 129–144.

Gherardi, S. (2000). Practice-based theorizing on learning and knowing in organizations. *Organization, 7*(2), p. 211-223.

Glasser, W. (1990). *The quality school.* New York: Harper.

Gomez, C., Peterson, R., Adler, T., & Weisinger, J. (2015). Comprehensiveness in start-ups: The role of the environment in start-up decision making. *Journal of Business and Entrepreneurship*, *27*(1), 23.

Griesmer, J., Lonneville, J., Scully, E., Haseley, D., & Polka, W. (2013). Applying the effective change zone paradigm to develop recommendations for improved student achievement in mathematics: A case study by prospective school leaders. *Journal for the Practical Application of Constructivist Theory in Education. 7*(1), 1-21.

Gumport, P. (2000). Academic restructuring: Organizational change and institutional imperatives. *Higher education*, *39*(1), 67-91.

Hall, G., & Hord, S. (2006). *Implementing change: Patterns, principles and potholes* (2nd ed.). Boston: Allyn & Bacon.

Harnack, R. (1968). *The teacher: Decision maker and curriculum planner.* Scranton. PA: International Textbook Co.

Hasani, K., & Sheikhesmaeili, S. (2016). Knowledge management and employee empowerment: A study of higher education institutions. *Kybernetes*, *45*(2), 337-355.

Heavey, C., Simsek, Z., Roche, F., & Kelly, A. (2009). Decision comprehensiveness and corporate entrepreneurship: The moderating role of managerial uncertainty preferences and environmental dynamism. *Journal of Management Studies*, *46*(8), 1289-1314.

Hill, J., & Hannafin, M. (2001). Teaching and learning in digital environments: The resurgence of resource-based learning. *Educational Technology Research and Development*, *49*(3), 37-52.

Huq, R. (2010). *Employee empowerment: The rhetoric and the reality*. Devon, UK: Triarchy Press Limited.

Hyman, R. (1973). *Approaches in curriculum.* Englewood Cliffs, NJ: Prentice-Hall.

Janhonen, M., & Johanson, J. (2011). Role of knowledge conversion and social networks in team performance. *International Journal of Information Management*, *31*(3), 217-225.

Jarzabkowski, P. (2004). Strategy as practice: Recursiveness, adaptation, and practices-in-use. *Organization studies*, *25*(4), 529-560.

Jensen, M., & Meckling, W. (1995). Specific and general knowledge and organizational structure. *SSRN eLibrary*, *8*(2), 4–18.

Jørgensen, F., & Busk-Kofoed, L. (2007). Integrating the development of continuous improvement and innovation capabilities into engineering education. *European Journal of engineering education*, *32*(2), 181-191.

Karpicke, J., & Roediger, H. (2008). The critical importance of retrieval for learning. *Science*, *319*(5865), 966-968.

Kaufman, R., Herman, J. & Watters, K. (2002). *Educational planning: Strategic, tactical and operational*. Lanham, Maryland: The Scarecrow Press.

Kivimäki, M., Länsisalmi, H., Elovainio, M., Heikkilä, A., Lindström, K., Harisalo, R., Siplia, K. & Puolimatka, L. (2000). Communication as a determinant of organizational innovation. *R&D Management*, 30(1), 33-42.

Kobasa, S., Maddi, T. & Kahn, S. (1982). Hardiness and health: A prospective study. *Journal of Personality and Social Psychology*, 43.

Kotter, J. & Cohen, D. (2002). *The heart of change: Real life stories of how people change their organizations.* Boston, Mass: Harvard Business School Press.

Kratzer, J., Leenders, O., & Van Engelen, J. (2004). Stimulating the potential: Creative performance and communication in innovation teams. *Creativity and Innovation Management, 13*(1), 63-71.

Krug, E. (1957). *Curriculum planning*. New York: Harper.

Kusek, J. & Rist, R. (2004). *Ten steps to a results-based monitoring and evaluation system: a handbook for development practitioners*. Washington, DC: World Bank Publications.

Leiponen, A. & Helfat, C. (2010). Innovation objectives, knowledge sources, and the benefits of breadth. *Strategic Management Journal*, *31*(2), 224-236.

Leonard, L. (2008). Preserving the learning environment: Leadership for time. *International Electronic Journal for Leadership in Learning*, *12*(16), n16.

Lewis, M. & Polka, W. (2014). Planning to change student behaviors in a small city school district: A Case Study of Managing in the Effective Change Zone. *Educational Planning*. *21*(2), 4-18.

Lieberman, A. (Ed). (1986). *Rethinking school improvement: Research, craft, and concept.* New York: Teachers College Press.

Lin, C., Hung, W., & Chiu, C. (2008). Being good citizens: Understanding a mediating mechanism of organizational commitment and social network ties in OCBs. *Journal of Business Ethics*, *81*(3), 561–578.

Linke, A., & Zerfass, A. (2011). Internal communication and innovation culture: developing a change framework. *Journal of Communication Management*, 15(4), 332-348.

Long, R. (1996). Empowerment-a management style for the millennium? *Empowerment in Organizations*, *4*(3), 5-15.

McAllister, D. (1995). Affect-and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal, 38*(1), 24-59.

Michaelis, B., Stegmaier, R., & Sonntag, K. (2010). Shedding light on followers' innovation implementation behavior: The role of transformational leadership, commitment to change, and climate for initiative. *Journal of Managerial Psychology*, *25*(4), 408-429.

Miller, C. (2008). Decisional comprehensiveness and firm performance: towards a more complete understanding. *Journal of Behavioral Decision Making, 21* (5), 598-620.

Miller, R. (1981). *A study of the cooperative curriculum planning approaches to individualized instruction.* Doctoral Dissertation, Faculty of Educational Studies, State University of New York at Buffalo. (UMI 9840304).

Miller, S. (2003). How high-and low-challenge tasks affect motivation and learning: Implications for struggling learners. *Reading &Writing Quarterly*, *19*(1), 39-57.

Montes, F., Moreno, A., & Morales, V. (2005). Influence of support leadership and teamwork cohesion on organizational learning, innovation and performance: An empirical examination. *Technovation*, *25*(10), 1159-1172.

Murphy, J. (1992). Instructional leadership: Focus on time to learn. *NASSP Bulletin*, *76*(542), 19-26.

Nidumolu, R., Prahalad, C., & Rangaswami, M. (2009). Why sustainability is now the key driver of innovation. *Harvard business review*, *87*(9), 56-64.

Norton, M. (2005). *Executive leadership for effective administration.* Boston: Pearson.

Noruzy, A., Dalfard, V., Azhdari, B., Nazari-Shirkouhi, S., & Rezazadeh, A. (2013). Relations between transformational leadership, organizational learning, knowledge management, organizational innovation, and organizational performance: An empirical investigation of manufacturing firms. *The International Journal of Advanced Manufacturing Technology*, *64* (5), 1073-1085.

Ornstein, A., & Hunkins, F. (1988). *Curriculum: Foundations, principles and issues.* Engelwood Cliffs, NJ: Prentice-Hall.

Peppler, K., & Solomou, M. (2011). Building creativity: Collaborative learning and creativity in social media environments. *On the Horizon*, *19*(1), 13-23.

Polka, W. (1977). *Curriculum planning for the individualization of instruction.* Doctoral Dissertation, Faculty of Educational Studies, State University of New York at Buffalo. (UMI 7813988).

Polka, W. (1994). Balancing high-tech needs and high-touch needs for the effective implementation of technology. *The eleventh international conference on technology and education* (250-252). Austin, Texas: The University of Texas, College of Education Press.

Polka, W. (2007). Managing people, things and ideas in the 'effective change zone': A high-touch approach to educational leadership at the dawn of the twenty-first century. *Educational Planning*, 16(1), 12-17.

Polka, W. (2009). Leadership in the effective change zone: A case study of the high-touch needs of educators implementing the Georgia Performance Standards. In C. Achilles, et. al. (Eds.), *Remembering our mission: Making education and schools better for students.* (p.187-199). The 2009 Yearbook of the National Council of Professors of Educational Administration. Lancaster, PA: *DEStech* Publications.

Polka, W. (2010). The art and science of constructivist supervision: Transforming schools by applying needs-based research. *Journal for the Practical Application of Constructivist Theory in Education*, *5*(1), 1-28.

Polka, W., & Kardash, J. (2013). Managing in the effective change zone to implement a "1 to 1 laptop" program in a rural school district: A case study of the Colton-Pierrepont experience. In B. Ran (Ed.). *The dark side of technological innovation.* (p. 323-346). Charlotte, NC: Information Age Publishing.

Polka, W., Mattai, P., & Perry, R. (2000). High tech, high touch: Balancing the district's technology needs with the reality of human fears and frustrations of your professional staff. *The School Administrator; 57*(4), 32-36.

Polka W., Mattai, P., & Perry, R. (2001). Balancing the high-tech needs of educators with their high-touch personal and professional needs for effective implementation of technology. *Educational Planning, 12*(2), 59-67.

Polka, W., & VanHusen, M. (2014). Applying teacher reflection strategies to promote greater differentiation of instruction: A practical research model and procedural guide. In E. E. Pultorak (Ed.). *Reflectivity and cultivating student learning: Critical elements for enhancing a global community of learners and educators.* Lanham, Maryland: Rowman & Littlefield Education Publications. (p. 111-135).

Polka, W., Wolfgang, J., Mete, R., Ayaga, A., & Khokhar, A. (2014). Planning to effectively motivate digital-age learners by addressing their "high-tech" interests and their "high-touch" needs. *Educational Planning. 21*(4). 51-68.

Puntambekar, S., & Hubscher, R. (2005). Tools for scaffolding students in a complex learning environment: What have we gained and what have we missed? *Educational psychologist*, *40*(1), 1-12.

Rae, D. (2003). Opportunity centered learning: an innovation in enterprise education? *Education+ Training*, *45*(8/9), 542-549.

Rank, O. & Tuschke, A. (2014). Perceived influence and friendship as antecedents of cooperation in top management teams: A network approach. *Business Research*, *3*(2), 151–171.

Rojas-Drummond, S., Torreblanca, O., Pedraza, H., Vélez, M., & Guzmán, K. (2013). 'Dialogic scaffolding': Enhancing learning and understanding in collaborative contexts. *Learning, Culture and Social Interaction*, *2*(1), 11-21.

Sachdeva, A. (2005). Acquiring skills in new procedures and technology: The challenge and the opportunity. *Archives of Surgery*, *140*(4), 387-389.

Sawyer, R. (2011). *Explaining creativity: The science of human innovation*. New York: Oxford University Press.

Sawyer, R., & DeZutter, S. (2009). Distributed creativity: How collective creations emerge from collaboration. *Psychology of Aesthetics, Creativity, and the Arts*, *3*(2), 81.

Schiefele, U. (1991). Interest, learning, and motivation. *Educational psychologist*, *26*(3-4), 299-323.

Serendipitous. (2017). In *American Heritage Dictionary.* Retrieved from https://ahdictionary.com/word/search.html?q=serendipitous

Sikma, S. (2006). Staff perceptions of caring: The importance of a supportive environment. *Journal of Gerontological Nursing*, *32*(6), 22-29.

Simons, T., Pelled, L., & Smith, K. (1999). Making use of difference: Diversity, debate, and decision comprehensiveness in top management teams. *Academy of Management Journal*, *42*(6), 662–673.

Smith, A. (2009). *Designing computer-based training for creativity: An examination of learner control, feedback, and creative personal identity*. Colorado State University.

Sol, J., Beers, P., & Wals, A. (2013). Social learning in regional innovation networks: Trust, commitment, and reframing as emergent properties of interaction. *Journal of Cleaner Production*, *49*, 35-43.

Stevens, R. & Slavin, R. (2016). The cooperative elementary school: Effects on students' achievement, attitudes, and social relations. *American Educational Research Journal*, *32*(2), 321–351.

Stossell, J. (1992). *ABC 20/20 report on the mystery of happiness: who has it…and how to get it*. New York: American Broadcasting Company.

Thomas, L., & Ambrosini, V. (2015). Materializing strategy: the role of comprehensiveness and management controls in strategy formation in volatile environments. *British Journal of Management*, *26*(S1), S105-S124.

Turner, K., & Makhija, M. (2006). The role of organizational controls in managing knowledge. *Academy of Management Review*, *31*(1), 197-217.

Väljataga, T., & Laanpere, M. (2010). Learner control and personal learning environment: A challenge for instructional design. *Interactive Learning Environments*, *18*(3), 277-291.

Van de Pol, J., Volman, M., & Beishuizen, J. (2010). Scaffolding in teacher–student interaction: A decade of research. *Educational Psychology Review*, *22*(3), 271-296.

Van Dyne, L., Vandewalle, D., Kostova, T., Latham, M., & Cummings, L. (2000). Collectivism, propensity to trust and self-esteem as predictors of organizational citizenship in a non-work setting. *Journal of Organizational Behavior, 21*(1), 3–23.

Van Grinsven, M., & Visser, M. (2011). Empowerment, knowledge conversion and dimensions of organizational learning. *The Learning Organization*, *18*(5), 378-391.

Waters, J. (2000). Achieving innovation or the Holy Grail: managing knowledge or managing commitment? *International Journal of Technology Management*, *20*(5-8), 819-838.

Yuhasz, L. (1974). *Curriculum planning needs of teachers within a differentiated staffing organization.* Doctoral Dissertation, Faculty of Educational Studies, State University of New York at Buffalo. (UMI 742924)

Zagoršek, H., Dimovski, V., & Škerlavaj, M. (2009). Transactional and transformational leadership impacts on organizational learning. *Journal for East European Management Studies*, *14*(2), 144-165.