

Chapter 1

Education on Sustainable Competitive Administration: A Review

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ABSTRACT

Sustainability-related topics, such as cutting back on energy use, maintaining habitats and threatened species, increasing the atmosphere, and conserving watersheds, are being introduced to textbooks about strategic planning at graduate-level curricula.

DOI: 10.4018/979-8-3693-8562-3.ch001

However, if the fundamental metaphors that underpin managerial education don't alter, the present changes won't bring about significant or long-lasting improvement. The use of metaphor permeates every aspect of our behaviour, communication, and worldview. Like any complicated and dynamic phenomena, they are also essential to the conversation about sustainability in the context of strategic leadership. The battle analogy continues to inform strategic leadership concepts, studies, and instruction, despite the rise and fall in popularity of other metaphors over time. Given the difficulties with sustainability, it is time to reconsider the battle metaphor. When developing our method of teaching sustainable management strategies, we must consider its function and effects.

1. INTRODUCTION

Education is indeed for a sustainable future to administer the organization through an insightful knowledge-oriented leadership (Mansoor & Hussain, 2024). Similarly, in the higher education knowledge management is catering to the sustainable future through quality of education (Budur et al., 2024; Zaakiyyah, 2024). To enhance the quality of education in higher education, several strategies like human resource development, communication and transformation in administration could be imposed (Kaleli et al., 2024). Combining economically, socially, and natural objectives, values, and associated activities is necessary for a sustainable future (Mensah, 2019). Over time, management school curriculum has more or less grudgingly encompassed sustainability-related courses (Walck, 2009). The question of whether environmentalism ought to be included into fundamental courses or taught as an independent stand-alone option is still up for disagreement. Longevity could be perceived as a distinct problem under the alternative, unrelated to other significant commercial issues (Mann, 2024). The leadership instructors put question to their pupils and push them to critically examine their presumptions about the community, business, and the natural world (Goumaa & Anderson, 2024). Based on the extensive literature about imagery (Krstić, 2021), this study favours the subsequent choice on sustainable education.

Getting business pupils to understand technically complicated topics like conserving energy, global warming, the environment, and various other scientific topics constitutes one of the hurdles in incorporating ecology into managerial school (Bhattacharyya, 2019). Determining whether sustainability-related concerns and values may be integrated into strategic choice-making is a more significant task. Since sustainably is an ethereal, multifaceted concept, it was never feasible to evaluate directly. For this reason, metaphors are used by management researchers and educators in their teaching. The study of metaphoric in managerial learning is an

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