

Index

- Academic leaders, 115
- Action, 133–134
- Agenda 21, 41
- Agricultural Technology Management Agency (ATMA), 154
- Ambiguities, 8
- Anticipatory competency, 129
- Asia and India (ASI), 63
- Assessment, 68
- Autonomy, 48

- Bibliometric analysis, 42
- Biodiversity, 3–4, 14–16, 29–30
 - data analysis, 19–24
 - data collection, 18–19
 - management development in HEIs, 16–17
 - methodology, 17–24
 - potential difficulties of outcome analysis, 30–31
 - preservation, 28
 - protection, 28
 - research design, 17–18
 - results, 24–29
 - sample selection, 18
 - strategies in HEIs, 24–29
- Blackboard, 183
- Business education, 168
- Business schools, 68, 166
- Business start-ups, 146

- Canvas, 183
- Career development, 189
- Career planning skills, 184
- Case studies, 166
- CDC, 115
- Centurion Curriculum Model (CCM), 147
 - impact of, 155–157
 - analysis of feedback received on, 158–159
 - ecosystem for, 154
 - interdisciplinarity in, 149–150
- Centurion University of Technology and Management (CUTM), 7, 147
- Client companies, 172–173
- Climate change, 1
- Co-learner, 129, 136, 140
- Co-occurrence network, 46
- Co-word analysis, 42
- Code book, 19, 22–23
- Codes, 25–27
- Collaboration, 113
 - among HEIs, 90
 - competency, 129
- Collaborative learning, 47, 66
- Communication, 60–61
- Communicator, 81
- Communities of practice, 48
- Community action learning approach, 7
- Competency, 129
- Conflicts of interests, 8
- Consulting firms, 172–173
- Content analysis, 18–19, 84–89
- Convention of Biological Diversity (CBD), 15
- Core courses, 150
- Course curricula, 157
- Course design, core elements of, 169–175
- Course instructors, 172
- COVID-19 pandemic, 182
- Critical reflection, 65
- Critical thinking, 129
 - competency, 129
- Cronbach alpha, 187

- Curricular assessments, 68
- Curriculum, 5, 7–8, 64–65, 156
 - change processes, 65
 - design, 147
 - development for student competencies, 2–3
- Descriptive analysis, 24
- Development-focused learning environment, 7
- Developmentally focused learning climate, 129, 137–138
- Digital skills, 182
- Diversity of educational offerings, 14
- Eco-development, 40
- Economic growth, 40
- Ecosystem, 15
 - for CCM, 154
 - services, 15–16
 - strategies in HEIs, 24–29
- Education, 17, 117, 146, 148
 - infrastructure, 111
 - policy, 47
 - for sustainability, 128
- Education for Sustainable Development (ESD), 2, 5, 64, 69
- Educational institutions, 182, 184
- Emerald Publishing, 9
- Emerging and declining themes, 48–49
- Emotional intelligence, 132
- Emotional learning, 7, 129
- Empathy, 134–135
- Employability, 66, 146
 - and industry interface, 5
- European Union (EU), 91
- European University Association (EUA), 112
- Executive, 104
- Experiential learning, 8, 138, 167
 - adapt and replicate course, 177–178
 - background, 168–169
 - core elements of course design, 169–175
 - requirements of, 178
 - success conditions and potential pitfalls, 175–177
 - theory, 131
- Experiential pedagogy, 129
- Experiential pedagogy method, 7
- Facilitator, 81
- Faculty, 131, 136, 138–139
 - as co-learners, 7, 135–137
 - considerations, 139–140
- Food and Agriculture Organisation (FAO), 41
- Formal arrangements, 90
- Foundations of Management and Entrepreneurship (FME), 131
- Future scenarios, thinking creatively for, 66
- G20 presidentship, 2
- Game-based learning, 167
- Gamification, 183
- Geographical diversity, 84
- Global Action Program (GAP), 64
- Global Compostables Alliance (GCA), 64
- Global North, 1–3, 14, 18
 - HEIs, 29
 - partnership/advisory role of Global North and stakeholders, 114
 - research from, 4–7
 - on sustainability, 58–60
 - universities in, 30
- Global South, 1–3, 14, 18, 28, 111
 - HEIs in, 30
 - leaders in, 100
 - research from, 4–7
 - on sustainability, 58–60
 - universities in, 29, 34
- Global warming, 1
- Governance, 100, 108
- Governor, 82

- Green jobs, 66
- Green spaces, 17
- Habitat creation, 28
- Hash Tag to Writing Lab project, 183
- Higher education (HE), 2, 42, 44, 60, 183
 - analysis of keywords, 44–46
 - background and historical
 - overview of HE in Zambia, 101–103
 - descriptive analysis of dataset, 43–44
 - methodology, 42–43
 - thematic analysis, 46–50
- Higher Education Authority (HEA), 103, 115
- Higher Education Institutes, 57, 68
 - arriving at sustainability
 - curriculum for, 60–61
- Higher education institutions (HEI), 1, 14–15, 49, 64, 78–79, 100, 146, 182
 - biodiversity and ecosystem services
 - strategies in, 24–29
 - biodiversity management
 - development in, 16–17
 - collaboration, 80
 - commitment, 81, 91
 - as drivers of change, 2–4
 - future potential, 31–34
 - research from Global North and South, 4–7
 - role, 81, 91–92
 - in Zambia, 103–107
- Higher Education Policy, 115
- Horizon projects, 91
- Implementation process, 65
- In-depth interviews, 61
 - analysis of, 61–62
- India, 2
- Indirect consumption of ecosystems, 16
- Industry interface, 66
- Informal arrangements, 90
- Information and Communication Technologies (ICT), 182
- Infrastructure, 111
- Initiator, 81
- Innovator, 81
- Integrated problem-solving
 - competency, 129
- Intentional change theory, 131
- Interdisciplinarity, 8
 - in CCM, 149–150
- Interdisciplinary goals, 9
- International accords, 59
- Internship, 67–68
- Interpersonal competence, 132
- Intrapersonal competence, 132
- Inventor, 81
- Isolated topics and niches, 48
- Joint problem-solving, 91
- Judiciary, 104
- Kickoff, 170
- Knowledge transfer, 48
- Leader-centric perspectives, 107
- Leaders, 128
- Leadership, 3, 47, 80 (*see also* Shared leadership)
 - narratives, 116
 - theory and research, 107
- Learning process, 140
- Lectures, 166
- Legislature, 104, 115, 117
- Likert scale, 187
- Literature list, 171
- Locus of outcomes, 82, 93
- Macro-level societal contributions, 3
- Management education, 128
- Management educators, 135
- Memorandums of understanding (MoU), 90
- Microsoft Excel data file, 187
- Mind map, 170
- Ministry of Higher Education (MOHE), 100, 115

- Ministry of Skill Development and Entrepreneurship (MSDE), 147
- Modes of partnership, 81, 90–91
- Modular course concept, 8, 169
- MOOCs, 183
- Moodle, 183
- Motor themes, 47
- Multi-stakeholder initiatives, 80
- Multidisciplinarity, 150
- Multistakeholder partnerships, 100

- Narratives, 115–117
- National Environmental Policy Act (1969), 40
- National Occupational Standards (NOS), 148
- National Skill Qualification Framework (NSQF), 148
- Nine Mile Canyon Archaeology project, 93
- Non-governmental organization (NGO), 91
- Non-hierarchical approach, 91
- Non-linear progressions, 140
- Normative competency, 129
- NVivo, 61–62

- One Health concept, 17
- Organisational learning, 47
- Otter, 62

- Paris Climate Agreement, 59
- Participant, 82
- Participatory learning, 66
- Participatory pedagogies, 129
- Partnership, 100, 108
 - partnership/advisory role of Global North and stakeholders, 114
- Pearson's correlation coefficient test, 187
- Pedagogy, 3, 5, 65–66, 128, 130, 132–133
 - of vulnerability, 137
- Peer coaching, 135, 138

- Peers' feedback, 8, 184
 - implications of study, 190
 - measurements, 186–187
 - participants and procedure, 185
 - proposed research model and hypotheses, 184–185
 - relevant literature and proposed hypotheses, 183–184
 - results, 187
 - statistical analysis, 187
- Practical learning, 67
- Principle of effectuation, 131
- Principles of Responsible Management Education (PRME), 1, 68, 128
- Problem-based learning, 166–167
- Professional development, 48
- Project-based learning, 166–167
- Psychological safety, 137
- Public policy (PP), 103
 - leadership in Zambia, 103–107
- Public Policy Groups (PPGs), 100

- Qualification Pack (QP), 148
- Qualitative content analysis, 15, 18
- Qualitative data analysis (QDA), 61–62
- Quality of education, 182

- Reflective observation, 168, 178
- Relational leaders, 128
- Relational processes of leadership, 112–115
- Republic of Zambia (*see* Zambia)
- Research training, 170–171
- Resource consumption, 60
- Retrofitter, 82
- Risk-taking, 133–134
- Role-plays, 167, 172

- Scientific advisor, 81
- Scopus, 83
- Self-awareness, 128–131
 - competency, 129
- Self-determination theory, 131
- Self-discovery, 129

- Self-reflection in relational context, 132–133
- Sense-making, 94
- Service quality, 111
- Seventh National Development Plan (7NDP), 116
- Shared leadership, 100
 - background and historical overview of HE in Zambia, 101–103
 - framework, 101, 107–109
 - of HEIs and PPGs in realization of SDGs, 109–117
 - practices, 115
 - public policy leadership and higher education institutions in Zambia, 103–107
 - recommendations, 117–119
- Shared vision, 116
- Simulation game, 172–174
- Skill integration in Higher Education, 146
 - analysis of feedback received on CCM, 158–159
 - impact of CCM, 155–157
 - course curricula, 157
 - design, approach, and methodology for, 147
 - ecosystem for CCM, 154
 - at every level of education, 148–149
 - interdisciplinarity in CCM, 149–150
 - sustainability-based curriculum, 151–154
 - tailored training programmes, 154–155
- Social entrepreneurship, 155
- Social Impact Assessment, 40
- Soft skills, 183
- Stakeholder analysis of HEIs and PPGs, 113
- Statistical analysis, 187
- Strategic competency, 129
- Student competencies, 2–3
- Student considerations, 138–139
- Student learning centres on self-discovery, 132
 - action and risk-taking, 133–134
 - empathy, 134–135
 - self-reflection in relational context, 132–133
- Student self-awareness, three principles to support development of, 132–138
- Student self-discovery, 7
- Studentification, 48
- Sub-codes, 25–27
- Sustainability, 1, 3, 45, 47, 57, 79, 128, 146
 - analysis of in-depth interviews, 61–62
 - arriving at sustainability curriculum for Higher Education Institutes, 60–61
 - assessments, 68
 - curricula, 65
 - education, 65
 - Global North vs. South on, 58–60
 - interviewees' profile, 62–64
 - literacy, 67–68
 - recommendations, 69
 - reporting and indicators, 48
 - research methodology, 61
 - results and findings, 64–68
 - sustainability-based curriculum, 151–154
- Sustainability development (SD), 5
- Sustainability leadership, 128
 - background, 131–132
 - faculty considerations, 139–140
 - foundational competency for, 129–131
 - student considerations, 138–139
 - three principles to support development of student self-awareness, 132–138
- Sustainable development (SD), 14, 40–41, 45, 49, 100, 146
 - HEI's commitment to sustainable development initiatives, 91
 - HEI's role in sustainable development initiatives, 91–92

- Systematic search strategy, 82
- Systemic change, 80
- Systemic thinking and analysis, 65
- Systems thinking and competency, 129
- Tailored training programmes, 154–155
- Team-based learning (TBL), 8, 183–184
- Technical Education, Vocational, and Entrepreneurship Training Policy (TEVET Policy), 106
- Technology, 3
- Tecnologico de Monterrey (TEC), 183
- Tertiary education, 48–49
- The Economics of Ecosystems and Biodiversity (TEEB), 16
- Thematic analysis, 42, 46–50
- Thematic map, 46
- Thematic training, 170
- Times Higher Education* (THE), 4
- Tourism, 4, 6, 78
 - conceptual model, 80–82
 - findings, 84–93
 - implications, 94–95
 - research methodology, 82–84
 - sustainability and implementation of SDGs in, 79
 - theoretical background, 78–80
- Trade-offs, 8
- Transformative change, 78–79, 90
- Translator, 82
- Transversal, general, and basic themes, 49–50
- Two-day block session, 172
 - additional role-plays and group exercises, 174–175
 - consulting simulation game, 172–174
 - preparation for, 171–172
- Two-way knowledge sharing, 91
- UN Conference on Environment and Development, 41
- UN Environment Programme (UNEP), 40
- UN World Commission on Environment and Development (WCED), 40
- UNICAF University in Zambia, 114
- United Nations (UN), 40, 58, 78
- United Nations Educational, Scientific and Cultural Organisation (UNESCO), 41
- United Nations Environment Programme (UNEP), 62
- United Nations Sustainable Development Goals (SDGs), 5, 15, 41, 58, 78, 100
 - assessment and dedicated HEIs for, 5
 - Emerald Publishing and, 9
 - potential for systemic change and integration of, 92
 - SDG 4, 8, 182
- Universities, 14, 16, 79, 166
 - third mission for, 79
 - university–industry collaboration, 49
- University of Zambia (UNZA), 102
- Web of Science (WoS), 83
- Work-based learning, 47
- Workplace, 149
- World Health Organisation (WHO), 41
- Writing training, 171
- Written agreements, 90
- Zambia, 100
 - background and historical overview of HE in, 101–103
 - public policy leadership and higher education institutions in, 103–107
 - qualifications framework, 104
- Zambia Qualifications Authority (ZAQA), 103
- Zambian Model of Separation of Powers, 106
- ZQA, 115