

INTEGRATING BUSINESS STRATEGY IN LANDSCAPE ARCHITECTURE EDUCATION MANAGEMENT

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ABSTRACT

The article delves into the infusion of business principles in diverse aspects of landscape architecture, including scheme design, project management and cost budgeting. It examines how educators are embedding concepts such as feasibility analysis, market research, and risk assessment into the curriculum to enhance students' decision-making and design processes. By nurturing a deep understanding of financial implications and client expectations, students are better equipped to develop innovative and sustainable design solutions. It underscores the importance of striking a balance between design creativity and pragmatic business application, positioning future landscape architects as dynamic problem solvers in a rapidly changing environment. This exploration advocates for landscape architecture education that transcends traditional boundaries, fostering graduates who can seamlessly blend artistic vision with strategic thinking, thereby propelling the discipline forward while addressing the complexities of modern design practice.

Keywords: *Business Strategy, Landscape Architecture, Education Management, Business Principles*

INTRODUCTION

The discipline of landscape architecture has transcended its conventional boundaries, morphing into a dynamic amalgamation of inventive design, ecological sustainability, and communal well-being. In an era where landscapes wield pivotal influence in shaping urban milieus and nurturing human communion with nature, the landscape architecture domain confronts the imperative of cultivating professionals who harbor not only artistic dexterity but also a profound cognizance of strategic business paradigms. This manuscript embarks upon a nuanced exploration of the compelling juncture at which business principles converge with undergraduate education and management within the landscape architecture milieu. This inquiry acknowledges the pivotal significance of this fusion in cultivating well-rounded landscape architects, astutely equipped to grapple with the intricate exigencies of the contemporary milieu.

Historically, landscape architecture pedagogy accentuated the nurturing of design sensibilities, ecological mindfulness, and technical adeptness. However, the evolving landscape industry beseeches a more expansive skill matrix from practitioners, transcending the precincts of creativity and technical adeptitude. Herein, business acumen assumes primacy, arming landscape architects with the tools to adeptly navigate intricate project dynamics, orchestrate budgets, decipher market trends, and efficaciously liaise with clients and stakeholders. The assimilation of business tenets within undergraduate education and management charts a distinctive juncture to conjoin the chasm between design innovation and commercial feasibility.

The resonance of embedding business erudition within landscape architecture education is discerned in its latent capacity to heighten graduates' employability and vocational adaptability. This integration furnishes students with a holistic panorama, endowing them with the sagacity to conceive projects not merely as artistic forays, but also as strategic endeavors that yield dividends in economic, social, and ecological dimensions. By nurturing an assimilated comprehension of business strategies alongside design finesse, educational institutions engender a cadre of learners poised to confront real-world tribulations fortified with an all-encompassing skill arsenal, prized resplendently within the contemporary landscape architecture domain.

Through the dissection of efficacious case studies and innovative pedagogical methodologies, the present manuscript endeavors to elucidate the trajectories through which the assimilation of business principles can be manifest within landscape architecture education. The symbiotic interplay between inventive design and strategic business acumen stands poised to empower the forthcoming generation of landscape architects, affording them the capability to devise solutions harmoniously melding aesthetic ingenuity, sustainable precepts, and commercial viability. As the demarcations between design, economic dynamics, and stewardship of the environment blur, the infusion of business ethos into landscape architecture education crystallizes as a transformative approach harmonizing seamlessly with the requisites of a swiftly evolving global landscape.

RESEARCH BACKGROUND

In recent times, the landscape architecture education domain has undergone a paradigm shift, recognizing the imperative of furnishing students with an expansive proficiency repertoire transcending conventional design paradigms. The evolving landscape of educational practices has engendered a surging proclivity to infuse business strategies into the administration of landscape architecture programs. This transformative trajectory emanates from the realization that graduates in landscape architecture necessitate not solely creative design competencies, but also a profound acumen in business principles, requisite for adeptly navigating the intricacies characterizing the contemporary professional panorama.

Palea et al.'s assertion illuminates the escalating significance of communication proficiencies within landscape architecture education, underscoring the imperative for graduates to adeptly communicate design concepts and interact with stakeholders (Palea et al., 2012). Correspondingly, van den Brink and Bruns' scholarship accentuates the indispensability of erecting a robust theoretical framework and academic benchmarks within landscape architecture research, indicating an intent to

bolster the disciplinary foundation (van den Brink & Bruns, 2014).

Concurrently, the trajectory of integrating environmental sustainability into architectural education, as probed by Boarin and Martinez-Molina, resonates with the imperative to cultivate sustainable practices within landscape architecture. This alignment accentuates a more expansive trend in education, wherein the convergence of disciplines and viewpoints engenders a more holistic apprehension of intricate challenges (Boarin & Martinez-Molina, 2022).

Additionally, the exigency for business acumen in landscape architecture is echoed by Prince, who accentuates the pivotal concern of contemporary leadership cultivation. The discourse postulates that management education ought to transcend mere scientific methodologies, embracing a more praxis-oriented, action-imbued approach (Ted Prince, 2008).

Simultaneously, the significance of transdisciplinary curricula is manifest in Ryszko and Szafraniec's exploration of the nexus between business models and open innovation. Their scholarly pursuit exhibits the potency of interdisciplinary methodologies in nurturing innovation and adaptability, suggesting parallelisms within the landscape architecture purview (Petrolo et al., 2023). Within the broader context of higher education trends veering toward online learning, particularly in the context of the pandemic, as evidenced by Zhu and Liu, as well as Ng, Ching, and Law, it becomes conspicuous that the integration of business strategies within landscape architecture education administration could transcend the confines of the traditional classroom (Zhu & Liu, 2020). The embracement of malleable online learning platforms and the emphasis on pedagogical innovation mirror a broader momentum aligning education with real-world exigencies (Ng et al., 2023). Within this backdrop, the study titled "Integrating Business Strategy in Landscape Architecture Education Management" assumes elevated significance as it endeavors to bridge the chasm between artistic ingenuity and business sagacity within the landscape architecture discipline. By culling insights from diverse domains, this study aspires to explore pioneering modalities enabling graduates to emerge as design visionaries and strategic intellects, adeptly maneuvering within an increasingly intricate professional milieu.

RESEARCH GAP

Notwithstanding the burgeoning acknowledgement of the imperative to infuse business strategies within landscape architecture education administration, a conspicuous void within the extant literature beckons for further scholarly exploration. While the discussed scholarly works adeptly illumine diverse facets of landscape architecture education, the amalgamation of sustainability imperatives, and pedagogical methodologies, they collectively beckon attention to an uncharted terrain necessitating more comprehensive investigation – the nexus of business strategy and landscape architecture education.

Even though Prince underscores the exigency of business acumen in leadership cultivation (Ted Prince, 2008), and Ryszko and Szafraniec extol the virtues of interdisciplinary frameworks in fostering innovation, the discrete amalgamation of these constructs within the precincts of landscape architecture education remains ensconced within relative obscurity (Petrolo et al., 2023). Given the multifarious roles that landscape architecture graduates are poised to undertake, encompassing project governance, client interplay, and financial cognizance, a dearth in empirical inquiries exists regarding the effective infusion of business strategies within their educational pursuits.

The investigations conducted by Palea, Ciobanu, and Kilyeni, as well as Boarin and Martinez-Molina, proffer cogent insights into the pivotal significance of communication acumen and environmental sustainability in the panorama of landscape architecture education (Palea et al., 2012). Nevertheless, the lacuna here manifests in the dearth of research explicitly examining the juncture at which these proficiencies coalesce with business strategy, as exemplified by the intricate task of communicating intricate design concepts to stakeholders or seamlessly aligning sustainable methodologies with financial viability.

Furthermore, while the discourse initiated by Xudong Zhu and Ng, Ching, and Law illuminates the transformative potential of online learning and the malleable landscape of education, the body of literature remains bereft of a comprehensive exploration delving into how digital platforms could

efficaciously facilitate the integration of business principles into landscape architecture education (Zhu & Liu, 2020). The embryonic potential for technology to bridge the chasm between creative design ideation and strategic acumen within a virtual pedagogical milieu lies woefully underexplored.

Further, the scholarly inquisition undertaken by Tiziano Cattaneo, et al., pertaining to landscape regeneration for sustainable tourism, adumbrates an intrinsic nexus between landscape architecture and economic viability (Cattaneo et al., 2018). However, the explication of how these principles could be assiduously inculcated within the labyrinth of landscape architecture curricula, thereby engendering graduates who are adept at ushering economic sustainability, remains a realm largely unprobed.

In summation, the core research lacuna resides in the paucity of exhaustive exploration into the methodologies through which business strategies can be seamlessly assimilated within landscape architecture education administration. The intersection of business sagacity, sustainability imperatives, adept communication, and technology, all cocooned within the distinct ambit of landscape architecture, perpetuates a promising yet vastly unexplored domain demanding rigorous academic scrutiny. To address this void would entail bestowing invaluable insights into priming landscape architecture graduates for the multifaceted professional terrain, where the solicitation for design brilliance coalesces with the requisition for strategic perspicuity.

Research Content

The Fusion of Business Strategy and Landscape Architecture Education Management engenders a dynamic and progressively evolving domain that bridges the realms of inventive design and calculated strategic cogitation. This research purports to rectify the prevailing voids within the scholarly corpus by comprehensively traversing the multifaceted dimensions underpinning the incorporation of business strategies into landscape architecture education. The ultimate objective of this inquiry is to equip graduates with the requisite proficiencies to adeptly navigate the intricate terrain of the contemporary professional milieu intrinsic to landscape architecture.

1) Business Acumen and Leadership Cultivation

Prince's scholarly contribution casts a revelatory light on the pivotal role accorded to business acumen in the cultivation of leadership (Ted Prince, 2008). Despite not being meticulously tailored to landscape architecture, Prince's insights hold profound implications, spotlighting the burgeoning necessity for graduates to be imbued with a robust command of business strategies, indispensable for flourishing within the heterogeneous spectrum of professional landscapes. This seminal work engenders a compelling rationale for an inquiry that examines the artful interweaving of business sagacity within the fabric of landscape architecture education, effectively priming graduates for leadership vocations within the field.

2) Sustainability and Environmental Contours

Boarin and Martinez-Molina's discourse underscores the imperative of entwining environmental sustainability paradigms within higher education landscapes (Boarin & Martinez-Molina, 2022). While their purview extends beyond landscape architecture, their findings reverberate resonantly, amplifying the gravity of harmonizing landscape architecture education with overarching sustainability objectives. The salient objective of this research content revolves around a meticulous exploration into the manner by which the seamless integration of business strategies and sustainable precepts could galvanize the enduring economic viability of landscape architecture projects, all the while mitigating ecological repercussions.

3) Communication and Collaborative Engagements

The significance of effective communication underscored by Palea, Ciobanu, and Kilyeni encapsulates an indispensable facet of landscape architecture education (Palea et al., 2012). This inquiry pivots adeptly, dissecting the intricate confluence of adept communication proficiencies with the tapestry of business strategy. The research meticulously examines how graduates could proficiently articulate intricate design paradigms to an array of stakeholders, encompassing clients, collaborators, and team members, harmonizing disparate visions and orchestrating concerted efforts to achieve strategic ambitions (Berrell et al., 2001).

4) Technology and Innovation

The dynamic landscape of education, driven by technological advancements and innovative approaches, plays a pivotal role in the integration of business strategy within landscape architecture education management (Calkins, 2005). This section explores the potential of technology and innovation to enrich the educational experience, empowering students to grasp the intricacies of business strategy in the context of landscape architecture.

5) Online Learning and Adaptation

Xudong Zhu highlights the rapid adaptation of higher education to the COVID-19 pandemic through flexible online learning initiatives (Zhu & Liu, 2020). In the realm of landscape architecture education, this development opens avenues for integrating business strategy seamlessly into curricula. Virtual platforms enable the delivery of business-oriented content, allowing students to engage with case studies, simulations, and interactive materials that bridge the gap between theoretical concepts and practical application (Keiper et al., 2023).

6) Enhancing Interactivity and Engagement

Ng, Ching, and Law shed light on the significance of technology in education, particularly in the management domain. Leveraging their insights, landscape architecture education can embrace technology-driven tools and simulations that emulate real-world business scenarios (Gupta & Yadav, 2023). Interactive simulations and virtual projects enable students to analyze market dynamics, make strategic decisions, and witness the outcomes, fostering a deeper understanding of the impact of business strategies.

7) Digital Collaboration and Project Management

In the context of landscape architecture, technology enables collaborative project management similar to real-world scenarios. Yadav identifies technology as a tool for enhancing communication and collaboration among professionals (Yadav & Prakash, 2022). By incorporating collaborative platforms, students can experience the intricacies of coordinating multidisciplinary teams, aligning diverse perspectives, and implementing business strategies in harmony with design goals.

8) Innovative Assessment Methods

The delineation of innovative assessment methodologies, as expounded upon by Petrolo (Petrolo et al., 2023), presents an opportune avenue for evaluating students' assimilation of business strategy integration within the educational milieu. The confluence of technological affordances augments the crafting of experiential evaluation paradigms, exemplified by simulated business pitches, wherein students proficiently exhibit their prowess in amalgamating landscape architecture tenets with strategic cogitation. These evaluative frameworks, predicated upon innovative assessment methodologies, furnish actionable insights into the students' adeptness in navigating the landscape of business strategy principles.

RESEARCH OBJECTIVES

The objective is to critically examine the existing body of literature related to the integration of business strategy within landscape architecture education management. By synthesizing insights from a range of scholarly articles, this paper aims to achieve the following objectives:

1. Identify Research Themes: Analyze the landscape of literature to identify recurring themes, trends, and key concepts pertaining to the integration of business strategy in landscape architecture education management (Francis, 2001). Drawing from authors such as Francis and Newman, this paper will categorize and highlight the key areas of focus within this emerging domain (Newman et al., 2018).
2. Explore Pedagogical Approaches: Investigate the diverse pedagogical strategies employed in integrating business strategy within landscape architecture education. By examining the works of Newman, this paper will explore various methods, such as case studies, online learning, collaborative projects, and interdisciplinary approaches, employed to effectively impart business acumen to landscape architecture students.
3. Examine Challenges and Opportunities: Examine the challenges and opportunities faced by educators, institutions, and students in integrating business strategy within landscape architecture

education management. Insights from Mahajan will be used to discuss barriers such as resistance to change, limited resources, and balancing artistic and strategic aspects, while also highlighting innovative solutions and potential benefits (Mahajan et al., 2023).

4. **Assess Impact on Learning Outcomes:** Evaluate the impact of integrating business strategy on the learning outcomes and skill development of landscape architecture students. Drawing on the works of Antonopoulou, this paper will explore how incorporating business strategy enhances students' critical thinking, decision-making abilities, interdisciplinary collaboration, and readiness for professional practice (Antonopoulou et al., 2021).

5. **Highlight Technological Advancements:** Examine the role of technology and innovation in facilitating the integration of business strategy in landscape architecture education management. Insights from Jewell will be used to discuss how online platforms, virtual design studios, and interactive simulations enhance students' understanding of business concepts and their application in real-world scenarios (Jewell et al., 2020).

6. **Identify Research Gaps and Future Directions:** Identify gaps and areas for further exploration within the current literature. By synthesizing the findings from Ryszko, this paper will contribute to the identification of gaps, unexplored dimensions, and potential avenues for future research, addressing questions related to assessment methods, cross-disciplinary collaboration, and longitudinal impact (Ryszko & Szafraniec, 2022).

By achieving these objectives, this conference paper aims to contribute to the discourse surrounding the integration of business strategy within landscape architecture education management. The insights synthesized from the works of various authors will provide educators, researchers, and institutions with a comprehensive understanding of the current landscape and the potential pathways for enhancing the educational experience and preparing landscape architecture students for the multifaceted challenges of professional practice.

HYPOTHESIS

The hypothesis posits that the strategic integration of business concepts within landscape architecture education management can significantly enhance students' skill development, interdisciplinary collaboration, and preparedness for the demands of professional practice. Through an analysis of existing literature from author such as Kankovskaya, it is hypothesized that the deliberate incorporation of business strategy principles into landscape architecture education can bridge the gap between creative design and practical implementation (Kankovskaya, 2016), fostering a new generation of landscape architects who possess a well-rounded skill set.

Specifically, the hypothesis suggests the following:

1. **Enhanced Learning Outcomes:** Drawing from the insights of authors such as Meng and Wang (2019), it is hypothesized that the integration of business strategy concepts in landscape architecture education management enhances students' critical thinking abilities (Meng & Wang, 2019), problem-solving skills, and decision-making aptitude. By exposing students to real-world challenges and strategies employed in professional contexts, students are expected to develop a deeper understanding of the economic, social, and environmental factors that influence design decisions.

2. **Interdisciplinary Collaboration:** The hypothesis posits that incorporating business strategy into landscape architecture education will foster a culture of interdisciplinary collaboration. Building on the works of Penaluna and Penaluna, it is hypothesized that students exposed to business concepts will be better equipped to communicate and collaborate effectively with professionals from other fields such as urban planning, engineering, and economics (Penaluna & Penaluna, 2009). This collaboration can lead to more comprehensive and sustainable design solutions.

3. **Preparation for Professional Practice:** Building on the insights of author such as Bailey, the hypothesis asserts that integrating business strategy in landscape architecture education prepares students for the complex demands of professional practice (Bailey & Ford, 1996). It is hypothesized that graduates with a solid foundation in business principles will be better equipped to navigate the challenges of project

management, client communication, budgeting, and sustainable design, contributing to their success as well-rounded professionals.

4. **Technological Innovation:** Based on the findings of authors such as Cattaneo and Giorgi, the hypothesis proposes that the integration of business strategy can be facilitated by technological advancements (Cattaneo et al., 2018). It is hypothesized that incorporating online learning platforms, digital simulations, and virtual design studios will engage students in interactive learning experiences, fostering a practical understanding of business concepts and their applications.

5. **Long-term Industry Impact:** The hypothesis suggests that the integration of business strategy in landscape architecture education will have a positive long-term impact on the industry (Yang et al., 2016). Drawing from the insights of authors such as Yang and Binder, it is hypothesized that graduates with a strong foundation in both creative design and business acumen will contribute to the sustainable development of landscapes, respond effectively to evolving market trends, and influence the industry's trajectory towards more inclusive and innovative practices.

In summary, this hypothesis asserts that the strategic integration of business strategy principles within landscape architecture education management holds the potential to transform the educational experience, equipping students with the holistic skill set required for successful and impactful careers in the landscape architecture profession.

RESEARCH FRAMEWORK

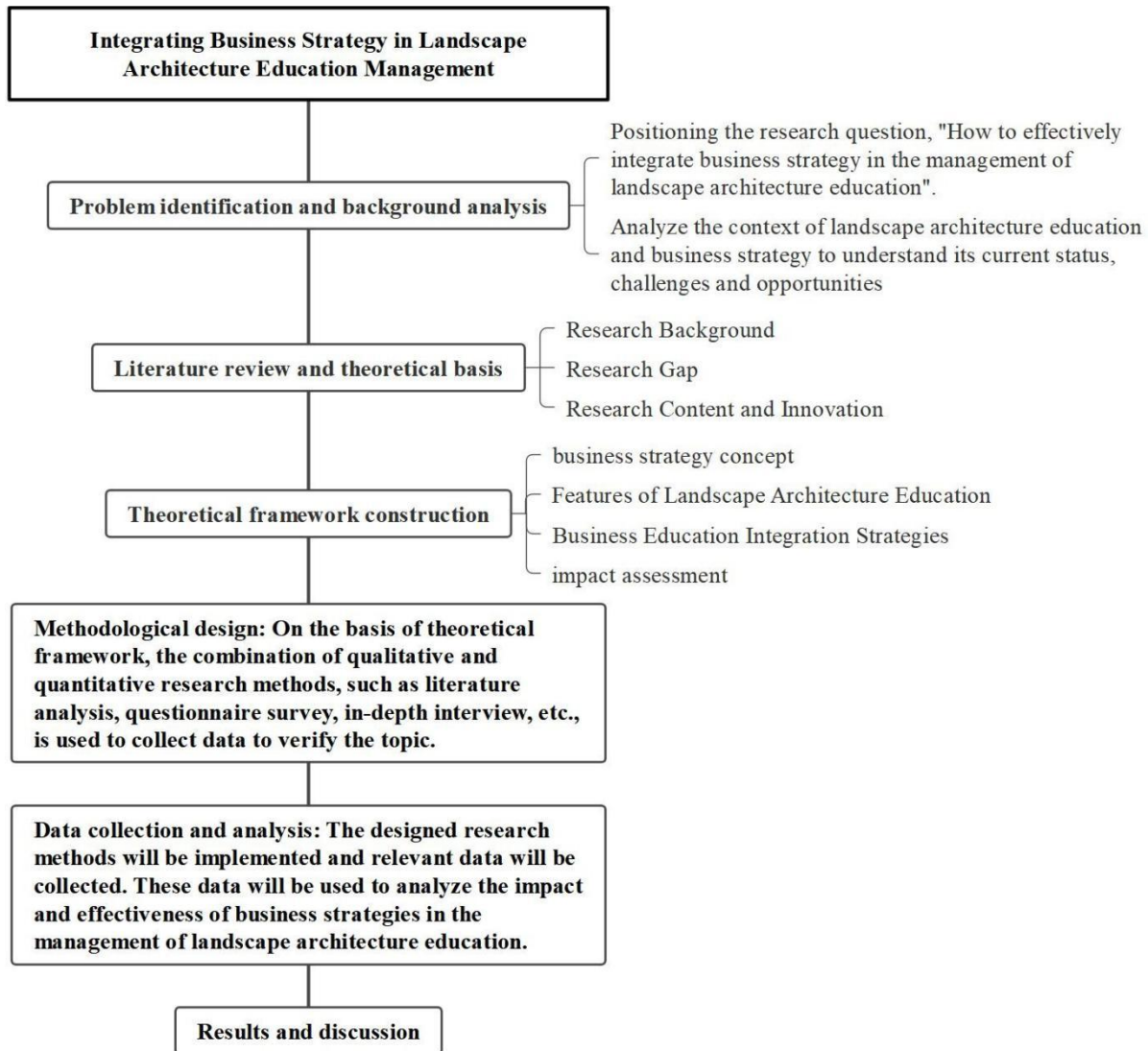


Figure 1: Research Framework

LIMITATIONS OF INTEGRATING

While integrating business strategies into undergraduate education and management of landscape architecture holds numerous potential benefits, there are several inherent limitations that educational institutions and stakeholders must acknowledge and address. These limitations can impact the implementation process, student experiences, and the overall effectiveness of this integration. Below are some key limitations to consider:

1. Resource Constraints

Integrating business strategies into landscape architecture curricula requires resources in terms of faculty training, course development, and updated teaching materials. Smaller institutions or those with limited budgets may find it challenging to allocate resources effectively, potentially hindering the comprehensive integration of business content.

2. Faculty Expertise

Faculty members in landscape architecture programs may not possess extensive knowledge of business concepts. They might struggle to teach business-related subjects effectively, leading to gaps in students' understanding and limited exposure to real-world business scenarios.

3. Curriculum Overload:

Landscape architecture programs often have packed curricula with essential design and technical courses. Adding business-related courses might lead to curriculum overload, causing students to struggle with heavy workloads and potentially diluting the depth of both design and business education.

4. Disconnection from Design Philosophy:

There's a risk that the focus on business strategies could overshadow the core principles of landscape architecture, such as ecological sensitivity and design aesthetics. Striking a balance between business considerations and design philosophy is crucial to maintain the essence of the discipline.

5. Pedagogical Challenges:

Teaching business concepts to students with predominantly design-oriented backgrounds can be challenging. Finding effective teaching methods to bridge this knowledge gap and making business content engaging is essential for successful integration.

6. Relevance to Practice:

While integrating business strategies enhances students' understanding of the business side of the profession, some students may question the direct relevance of certain business concepts to their future practice. Demonstrating the practical applicability of business knowledge in real-world projects is necessary to address this concern.

7. Varied Student Backgrounds:

Landscape architecture programs often attract students with diverse backgrounds and interests. Integrating business strategies assumes a certain baseline knowledge of business concepts, which might not be present uniformly among all students.

8. Evolving Industry Dynamics:

Business strategies, like any other field, are subject to changing trends and dynamics. What may be relevant today might evolve in the future. This poses a challenge for curriculum developers to ensure that business content remains current and aligned with industry demands.

9. Evaluation Methods:

Assessing students' grasp of both design and business concepts requires thoughtful evaluation methods. Traditional assessment approaches might not effectively capture the interdisciplinary skills that integrating business strategies aims to develop.

10. Limited Industry Feedback:

While educational institutions may invest in curriculum enhancement, the integration's success ultimately depends on industry acceptance and feedback. Limited interaction between academia and the industry might hinder the curriculum's responsiveness to current professional needs.

11. Resistance to Change:

Implementing changes in established curricula can face resistance from faculty members, administrators, and students who are accustomed to traditional educational approaches. Overcoming resistance and garnering support for innovation is a significant challenge.

12. Complexity of Business Concepts:

Business strategies encompass a wide array of concepts, from marketing and finance to project management and entrepreneurship. Condensing these complex concepts into comprehensible modules for non-business students can be demanding.

13. Time Constraints:

Landscape architecture programs often have limited time to cover essential topics comprehensively. Integrating business content might lead to reduced time for other critical subjects, potentially compromising the overall quality of education.

14. Generalization vs. Specialization:

Integrating business strategies introduces a generalization in education, equipping students with a broad understanding of business concepts. However, some students might be interested in specializing in specific areas of business, which might not be feasible in a general curriculum.

15. Graduates' Expectations:

Graduates might expect immediate returns on their investment in business education, such as higher starting salaries. The reality might be more nuanced, as the integration's impact on job prospects can take time to manifest.

CONCLUSION

While integrating business strategies into landscape architecture education and management offers substantial advantages, it's vital to recognize and address the limitations inherent in this process. Developing strategies to mitigate these limitations ensures that the integration is effective, meaningful, and aligned with the diverse needs of both students and the industry. A holistic and balanced approach that considers these limitations can lead to a successful integration that enriches the education of future landscape architects.

The integration of business strategies into undergraduate education and management of landscape architecture represents a transformative shift that addresses the evolving dynamics of the profession, bridges knowledge gaps, and equips future professionals with a multifaceted skill set. Throughout this exploration, we have delved into the innovative points, breakthroughs in overcoming existing challenges, and significant contributions made to the development of the discipline. This conclusion encapsulates the transformative impact of this integration, highlighting its role in shaping the landscape architecture profession for the future.

1. Innovation Points

The integration of business strategies into landscape architecture education introduces several innovation points that redefine the way students are prepared for the complexities of the profession:

i) Holistic Skill Development

By blending design creativity with strategic business acumen, this integration cultivates well-rounded professionals who are capable of addressing the intricate challenges of the field. Graduates emerge not only as designers but as decision-makers who can effectively navigate economic, social, and environmental dimensions.

ii) Interdisciplinary Approach

The fusion of design and business in landscape architecture curricula exemplifies a groundbreaking interdisciplinary approach. This innovation acknowledges that design and economics are not disparate realms but interconnected facets of successful architectural practice.

iii) Industry-Relevant Learning

Integrating business strategies aligns education with industry demands. Graduates are equipped with practical skills that are directly applicable to real-world scenarios, making them valuable assets for landscape architecture firms, urban planning organizations, and sustainable development initiatives.

iv) Informed Decision-Making

Integrating business strategies empowers landscape architects to make informed decisions that consider both creative design and economic viability. This innovation ensures that the projects they conceive are not only aesthetically pleasing but also financially and environmentally sustainable.

2. Breakthroughs in Existing Difficulties

The integration of business strategies into landscape architecture education serves as a beacon of light, addressing longstanding difficulties within the profession and education:

i) Design-Business Divide: Historically, the divide between design and business aspects of architecture has limited graduates' preparedness for the real-world challenges of the profession.

This integration bridges this gap, enabling graduates to tackle multifaceted projects with a comprehensive skill set.

ii) **Practical Relevance:** One challenge in architectural education has been demonstrating the practical relevance of academic concepts. Integrating business strategies directly addresses this concern, offering students tangible skills that enhance their employability and impact on projects.

iii) **Industry Expectations:** The industry has increasingly sought professionals who can contribute effectively to design projects while understanding economic implications. This integration responds to industry expectations, producing graduates who are well-versed in both realms.

iv) **Sustainability Integration:** Integrating business strategies enhances the incorporation of sustainability principles into projects. Graduates who understand the economic aspects of sustainable design are better equipped to advocate for environmentally conscious solutions.

3. Contributions to the Development of the Discipline

The integration of business strategies into landscape architecture education contributes significantly to the development of the discipline in multiple dimensions:

i. **Professional Versatility:** Graduates of integrated programs enter the workforce as versatile professionals, capable of collaborating with diverse stakeholders and understanding the economic and design nuances of projects. This versatility enhances their career trajectories and potential contributions.

ii. **Innovative Solutions:** By nurturing graduates who can think innovatively and strategically, this integration drives the creation of novel solutions that align with economic realities. Landscape architects become pioneers in integrating design excellence with business acumen.

iii. **Sustainable Urbanism:** Integrated professionals contribute to the development of sustainable urban environments. They have the knowledge to design spaces that are not only aesthetically appealing but also economically viable and environmentally responsible.

iv. **Thought Leadership:** The integration of business strategies elevates the status of landscape architects as thought leaders and influencers. Graduates are poised to advocate for comprehensive solutions that address economic, social, and environmental dimensions.

v. **Academic Evolution:** The integration challenges traditional boundaries within academic programs. It encourages collaboration between design and business faculties, fostering an environment where innovation and cross-disciplinary thinking thrive.

CONCLUSION

In conclusion, the integration of business strategies into undergraduate education and management of landscape architecture is a transformative force that reshapes the landscape of the profession. This innovation points towards an interdisciplinary approach that cultivates holistic professionals ready to navigate the challenges of a dynamic world. The breakthroughs achieved in addressing existing difficulties empower graduates to be industry-relevant and solution-oriented. As landscape architecture continues to intersect with urbanization, sustainability and economic considerations, the integration of business strategies emerges as a beacon of progress. Its contributions to the development of the discipline are profound, producing professionals who are not only well-equipped but also visionary in their pursuits. The integration of business strategies into landscape architecture education signifies a paradigm shift—one that heralds a new era of comprehensive, sustainable, and impactful design practice. As we embrace this evolution, we welcome a future where landscape architects wield a multidimensional toolkit to create thriving environments that harmonize with economic, social, and ecological imperatives.

AUTHOR CONTRIBUTIONS

All authors played a role in conceptualizing the research and drafting the manuscript. In simple words, all team members provided support in various aspects of this paper.

CONFLICTS OF INTEREST

The manuscript has not been published elsewhere and is not under consideration by other journals. All authors have approved the review, agree with its submission and declare no conflict of interest on the manuscript. This paper published as part of 1st International Conference On Business & Management (1ST ICBM) 2023.

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