

Navigating with Knowledge: The Lighthouse Metaphor for Understanding Context, Value, and Motivation

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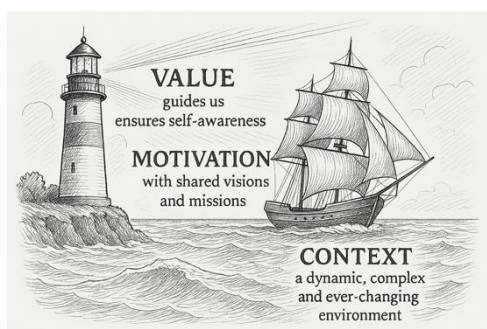
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Abstract: People look differently at local and global challenges based on their knowledge and information related to their contexts. Our research focuses on the roles knowledge plays in contemporary times, using the lighthouse metaphor. A lighthouse keeps us on track, reaching our purposes and dealing with changing circumstances. Some follow the lighthouse, and others flow with the waves of the sea. Our journeys depend on our values, motivations, contexts, and knowledge (exchanges). Decisions and knowledge (management) concern the stakeholders' perspectives: are we individually (Me) oriented, do we reason within the context of our organisations (We), or is the societal (All) impact leading? Our paper examines the role of knowledge and information in handling societal challenges. We analyse the aspects in the different contexts and explain why value and motivation matter in our journeys¹. Value in the lighthouse metaphor, guides us as a lighthouse and ensures self-awareness, giving purpose to our journeys. Motivation is like a ship where the organisational cooperation of the crew shares visions and missions. Context is like the sea, a dynamic, complex, and ever-changing environment that challenges us differently as individuals, organisations, or societies. The article intends to spark discussion. We are not obsessed with scientific proof but aim to initiate a debate on a balance we must find between the Me, We, All contexts and knowledge perspectives in society.



Keywords: Knowledge, Context, Value, Motivation, Change

1. Introduction

The roots of today's local and global challenges come from short-term thinking that ignores societal values like sustainability, fairness, and public well-being. Prioritising profit over ethical practices can result in short-termism and neglect of long-term societal impact, causing environmental harm, degradation and exploitation, inequality, manipulation, labour exploitation, and a breakdown of the social contract. The long-term consequences of ignoring societal values include reputation damage, legal ramifications, and economic instability, which can ultimately harm the organisations and their staff's ability to thrive, not leaving a liveable environment for our successors.

The trend of individualism and profit-making clash with societal values when pursuing financial gain becomes the driving force behind decisions, leading to actions that exploit people, harm the environment or undermine social well-being. The conflict arises because societal values often emphasise ethical principles such as fairness, sustainability, human rights, and social responsibility, while many prioritise short-term financial returns at any cost. The topic has gained growing interest in the scientific world, as shown in some interesting overviews (França et al., 2024; Martins et al., 2019)

¹ Picture generated with ChatGPT on April 4th, 2025

People and organisations are starting to recognise that balancing their own interests and goals with societal values is crucial for long-term success. Companies that fail to consider the broader impact of their actions risk facing public backlash, regulatory intervention, and financial collapse, ultimately harming the society and their own future viability.

A vision of the future influences motivation and how we define value in specific contexts. By shifting focus from short-term, immediate returns to long-term goals, innovation, sustainability, and resilience, we expand the concept of value and offer motivation. This impacts individual or organisational success and shapes broader societal progress.

To better understand the complex reality, this article employs metaphors, as they play a crucial role in the conceptualisation of abstract ideas, highlighting certain characteristics while concealing others (Andriessen, 2008). In line with this, Lakoff and Johnson (2020, p. 476) stated that the concepts governing our thoughts are not merely matters of intellect. They also guide our everyday functioning, down to the most mundane details. Our concepts shape what we perceive, how we navigate the world, and how we relate to others. This necessitates, and facilitates, a change in mindsets.

However, before proceeding, we echo Andriessen's (2008) warning that metaphors can mislead us when taken literally.

To implement a significant change in mindsets, we utilise the Lighthouse Metaphor, where

- The Lighthouse is the Value & Knowledge Repository of core values and foundational knowledge, providing stability and guidance with ethical principles in an ever-changing world.
- The Light Beam is our Motivation & Knowledge Flow driving individuals and organisations moving forward. Without motivation, values and knowledge remain unused.
- The Ship represents individuals and organisational teams steering through challenges, guided by direction (value) and driven by motivation. The Crew comprises the Knowledge Network & Collaboration, mentors, and knowledge management systems that facilitate decision-making. Effective teamwork guarantees smooth navigation.
- The Ocean is the context, the external environment (Challenges & Opportunities). It represents the constantly changing world that requires adaptability and continuous learning.

This article shows that knowledge management facilitates effective navigation, as a lighthouse guides a ship through an unpredictable ocean.

2. The 'Me-We-All' Approach

The challenges we face became increasingly disruptive, often originating from local and/or global sources. It is no longer valid that individuals (Me) face local challenges, while global challenges are tackled collectively (We) at a global level (All). The Me-We-All approach (Abcouwer, Takács, Schilstra, et al., 2022) advocates balancing the needs of the individual (Me), the collective (We), and the society/planetary whole (All). It fosters personal wholeness, social unity, an ethic of global stewardship, and a paradigm shift from the dominant individualistic model to a more systems-oriented, ecological one. It trusts the power of individuals and organisations, who must pay attention to societal needs and interests.

Examining diverse perspectives fosters understanding, acceptance, and respect, promoting a balance between individual well-being, sustainability principles, and a more just world. Organisations connect individuals and society to address both local and global challenges (Schönveld, 2025).

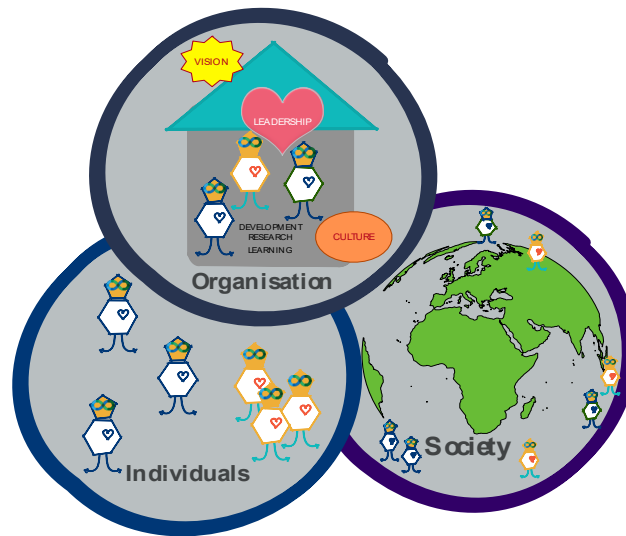


Figure 1: ‘Me-We-All’ – Individuals-Organisations-Society (Takács et al. (2022))

The ‘Me-We-All’ approach encourages decision-making that considers the diverse perspectives and needs of individuals (Me), communities, companies, and organisations (We), as well as society and the environment (All). This holistic view can contribute to a more just and equitable future for all living beings within the existing biosphere. It seeks natural solutions that ensure diversity, equity, inclusion, and opportunities for everyone and their surroundings in our societies. The approach balances the needs of the identified sectors through sustainable and circular development, aiming to address environmental, economic, and social needs simultaneously. It drives societies to reconcile social health and justice, economic vitality, and environmental stewardship (Hawken & Cox, 1993). By applying this approach to contemporary challenges, we can better focus on the roles that knowledge and competencies play and how we can educate individuals to develop the necessary insights (knowledge) and competencies to fulfil their roles in this larger context. It also illuminates the role education and schools have in achieving this new balance.

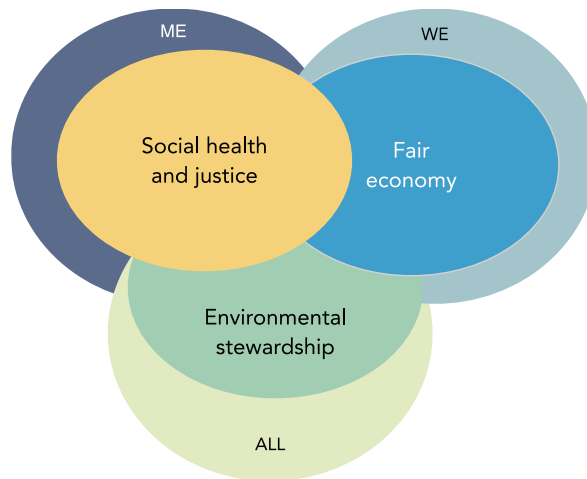


Figure 2: ‘Me-We-All’: The art of balancing

2.1 The Role of Knowledge and Learning

Learning to enhance knowledge has various objectives, motivations, approaches, and outcomes based on who needs it, the reasons for it, and the contexts in which it occurs (Takács et al., 2022).

2.1.1 ‘Me’

Individual welfare globally has driven our societies over the past decades with personal well-being in mind. The emphasis on neoliberalism fosters a society in which individuals can thrive. This ‘Me’ approach rests on the belief that enhanced individual well-being should lead to a better world overall. Thus, within the Me-paradigm, the individual is viewed as the most significant entity on the planet (in science, the term Anthropocentrism is used, interpreting the world through human values and experiences). Knowledge for individual purposes is driven by

personal motivations and tailored to the individual's context. Learning is meant to build the knowledge needed to fulfil this role. It relies on other people and/or organisations to achieve established goals. The acquired and processed knowledge results in smarter members (Me) of teams (We) with enhanced skills and competencies, valuable for individuals, organisations, and society.

2.1.2 'We'

Knowledge plays a distinct role in the 'We' context. It surpasses what individual members could have achieved alone, nurturing competencies and skills that transcend personal boundaries.

Learning in a 'We' setting focuses less on individual gain and more on a shared, higher-level objective (Schilstra et al., 2019), where all members are actively engaged in achieving it. The motivation for building knowledge and competencies by learning can be both individual and organisational. Cooperative learning enables organisations (We) to achieve a balance between personal and group objectives, resulting in enhanced knowledge structures.

The awareness that individual well-being in an increasingly complex world is difficult to achieve alone illustrates that cooperation enhances individual welfare and aids in achieving shared objectives, involving all members of the community or organisations actively. In this view, it is crucial to recognise that every individual contributes based on their abilities. The objectives of the We-paradigm were primarily grounded in contributing to the goals of cooperation, such as those of organisations, resulting in individual prosperity. In this perspective, the realisation of individual prosperity is vital; however, in contemporary times, there is a growing recognition that we cannot ensure our well-being without also contributing to a better society and world. The focus shifts from an ego-centric view to an eco-centric perspective, seeking a balance between personal and societal prosperity.

2.1.3 'All'

Knowledge for 'All' entails engaging with society. It focuses on equipping individuals to tackle real-life challenges. This approach not only emphasises past knowledge but also promotes future-oriented practices. But how do we acquire the necessary knowledge in the contexts where it is needed? How do we cultivate the essential knowledge when gaps exist? The objectives are often vague or unclear because the situation is too expansive and beyond the comprehension of individuals, groups, and organisations involved. Consequently, the responsibility is diffuse, resting with no one in particular, or everyone, for that matter. It is this conviction that makes learning in an 'all' context so important.

Additionally, questions concern the societal differences in learning. Cultural aspects play a major role in the way learning is shaped. Learning styles and education differ in various cultures (Manikutty et al., 2007). Cultural values and practices influence motivation and subsequent achievement in learners (Salili et al., 2001). The foci of studies researching the influence of culture and context on student learning and motivation differentiate cultural values (Stevenson et al., 1990), practices (Hess & Azuma, 1991; Salili, 1995; Stevenson & Stigler, 1994) and beliefs (Hess et al., 1987; Holloway & Hess, 1985).

As early as 1966, Kenneth Boulding stated, "Anyone who believes exponential growth can go on forever in a finite world is either a madman or an economist." (Boulding, 1966) From this widely cited perspective, exponential economic and population growth could ultimately lead to sudden societal collapse if humanity fails to recognise the finite nature of Earth's resources. The acknowledgement of limited resources makes people increasingly aware that we must strive for a better and just world. The All-paradigm emphasises this viewpoint on contemporary developments and the necessity of adopting a broader perspective on human development with values that illuminate the right path.

3. Values: The Lighthouse

Values are the core principles that guide our lives and shape us internally, influencing our everyday behaviours. They are rooted in our childhood and our culture and are passed down through generations. Ownership and greed develop at an early age, leading to a desire to acquire more as we grow up: money for individuals and profit for organisations. Our values should serve as our moral compass, and inform our perspectives on family, community, religion, and politics, and define our relationship with nature. Values are imparted to individuals through direct parental and educational guidance and indirect influences from the outside world (Schwartz, 2012).

3.1 Defining Values

The Millennium Declaration emphasises the individual and collective responsibility to uphold the principles of human dignity, equality, and equity to create a more peaceful, prosperous, and just world (United Nations, 2000). It reinforces values and principles respecting social structures (as territorial integrity and political independence), individuals (including human rights and respect for the equal rights of all without distinction of race, sex, language, or religion), and international cooperation in addressing global problems of an economic, social, cultural, or humanitarian nature. Fundamental values are

- *Freedom*: Humans have the right to live and raise their children in dignity, free from hunger and the fear of violence, oppression, or injustice.
- *Equality*: No individual and no nation must be denied the opportunity to benefit from development and equal rights and opportunities for humans.
- *Solidarity*: fairness, equity, and social justice.
- *Tolerance*: respecting each other, with all their diversity of belief, culture, and language. Differences within and between societies should be cherished as a precious asset of humanity. A culture of peace and dialogue among all civilizations should be actively promoted.
- *Respect for nature*: Prudence of all living species and natural resources, following the precepts of sustainable development, preserving nature and passing on to our descendants.
- *Shared responsibility*: to manage worldwide economic and social development and the threats to international peace and security.

This complex interplay of personal and societal values must be balanced so that no living things or the biosphere are disadvantaged, and all elements of the natural environment are valued. Our personal attitudes and behaviours in organisational or societal settings demonstrate the need to pay attention to one another and our surroundings. Focusing solely on financial and economic information falls short of grasping this crucial societal shift towards a more collective view of a developing future.

We will explore knowledge about the impact of human values and how they shape the connection between nature and people. The relationship between humans and the environment can be described by anthropocentrism, which values goods based on their utility for humanity. However, anthropocentrism has also been claimed to be the root of the global environmental crisis (Droz, 2022). Another perspective is based on ecocentrism, the idea that all assets (living and non-living) possess intrinsic value (Washington et al., 2018). Correcting the trajectory of anthropocentrism requires a fundamental change that will embody polycentrism and EcoJustice, producing balance through a holistic approach. Respecting Me, We and All encourages us to consider different perspectives, enhance ourselves, contribute to others, and simultaneously protect the planet.

Table 1: Distinguishing value along the ‘Me-We-All’ viewpoints

Me	We	All
Emotional Value : The psychological impact, such as satisfaction, trust, or peace of mind Experiential Value : The personal experience derived from using something (e.g. enjoyment)	Economic Value : The financial benefit derived from a product, service, or decision, such as cost savings or revenue generation Functional Value : The practical or utilitarian benefits something provides, like efficiency or reliability	Social Value : The contribution to societal or relational well-being (e.g., ethical impact, reputation, community benefits) Transformational Value : The long-term impact on personal or organisational growth and innovation.

Values, as lighthouses, are the fixed reference point, helping individuals and societies navigate their decisions and behaviours. They are standing firm in the storm; values provide consistency and meaning even in changing circumstances. The lighthouse represents knowledge: a stable, structured body of information that helps individuals and organisations navigate challenges. Just as a lighthouse contains essential tools for navigation, knowledge serves as a guiding framework for decision-making and problem-solving. The light of the lighthouse represents knowledge dissemination and application. It is the way how knowledge is shared, accessed, and used. Knowledge management ensures that the proper knowledge reaches the right people at the right time, just as a lighthouse’s beam helps ships navigate effectively.

3.2 Values and Timelines

A future-oriented perspective shapes how individuals, businesses, and societies define value by aligning their goals with anticipated needs, opportunities, and challenges. This forward-thinking approach affects the types of

value we prioritise—whether economic, social, or environmental—and how we measure success in the long term.

Table 2: Differences in values for short or long-term

Short-Term Value (for Me and We)	Long-Term Value (for (Me)-We-All)
• immediate gratification, profits or results • reactive mindset • management • decisions based on shareholders' needs and requirements • financial returns • functionality and productivity, disruptive technologies • individual and business goals and interests without any alignment with respecting others • risks and disruptions threaten stability, strengthening vulnerability	• lasting value in a changing environment • respect, sustainability and resilience • stewardship • decisions integrate social value and environmental responsibility • social, environmental, and ethical impacts • creativity, innovation, efficient use of resources, expanding possibilities and opportunities • global goals like the UN Sustainable Development Goals (SDGs) • adaptation to and mitigation of risks and disruptions

Neither the people (Me) nor the organisations (We) can operate in isolation from the world (All). We are all embedded within broader societal contexts. Societal value reflects how we contribute to (or detract from) the well-being of communities, environmental sustainability, ethical standards, and economic equity.

Today, when value is multidimensional, we must align our own goals with the values of all living things, our societies and our world. This holistic approach leads to sustainable, meaningful value creation.

A challenge for our current thinking is how to motivate ourselves and each other not only to care about ourselves (Me) and our close environment (We) but also others, including the more vulnerable ones and non-human species, to live in harmony in the world together (All). Research in environmental education shows that the mere transmission of facts about climate change or biodiversity loss is insufficient; we need to feel personally connected and capable of making a difference. Eco-conscious motivation for people includes experiential learning (outdoor activities, observing and learning from nature), place-based engagements that tie global issues to our local contexts, and initiatives that give them agency. These engage people in hands-on problem-solving and action, leading them to develop “attitudes of concern for the environment and motivation to improve or maintain environmental quality”.

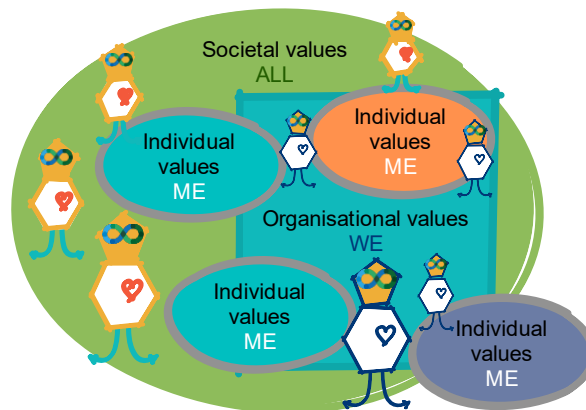


Figure 3: Overlapping values of ‘Me-We-All’

4. Motivation: The Crew / the Ship

The ‘Me-We-All’ approach encourages decision-making that considers the diverse perspectives and needs of individuals (Me), communities, companies, organisations (We), and the society/environment (All), contributing to a more just and equitable future for all living beings. Recognising that the paradigms of Me, We, and All are not contradictory is essential. In an open, dynamic, complex, and interconnected world, all three paradigms foster a better and fairer society. Finding the right balance among these paradigms depends mainly on our personal contexts.

4.1 Needs and Motivations of the Crew

When facing a challenge, the character of the problem space determines how we view the need and motivation for addressing the process of finding a solution. From an individual perspective, we follow Maslow's primary theory on needs fulfilment, later extended by others McLeod (2020).

People's motivation to contribute to a better world is heavily influenced by their level of needs fulfilment. Distinguishing between decreasing and increasing needs is crucial for achieving that balance, as these needs are closely linked to the contexts in which people operate. Striving for greater justice, alongside polycentrism and a balance between ego- and eco-centrism, provides a strong foundation for developing new knowledge management approaches. The ability of individuals to contribute to problem-solving using knowledge and competencies determines their relatedness in a broader perspective.

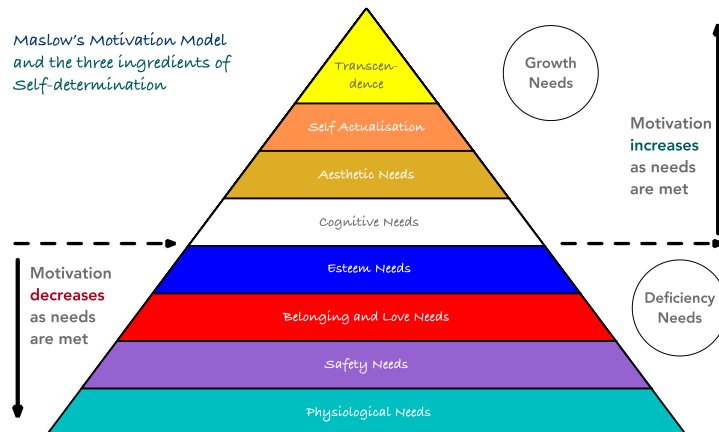


Figure 4: The extended Maslow Needs Pyramid (McLeod, 2020)

When the focus is on the lower levels of the extended Maslow pyramid, the emphasis on fulfilling decreasing needs means individuals will largely thrive through principles of anthropocentrism. Individual well-being forms the basis for their behaviour. Once these needs are met, increasing needs can become a more significant force for contributing to a higher level of EcoJustice.

However, even with an anthropocentric approach, individuals' knowledge and skills are often inadequate to address all the challenges they may encounter. Consequently, collaboration within teams is becoming increasingly essential. Identifying colleagues who can provide the necessary knowledge and skills is vital to manage the difficulties arising from the challenges faced.

In such a setting, teamwork is often viewed to combine the competencies necessary for addressing the challenge, presuming that we understand its nature. But how does this function in a context where the challenge is unclear or not yet defined? How do 'We' unfold in such a situation? This issue becomes more pronounced when we confront societal challenges that requires a polycentric approach.

4.2 Cooperation and Teams

The definition of teamwork in the problem space involves combining the knowledge and competencies to address the challenge. When someone knows what knowledge is needed, locating the right individuals can be clear or complicated. When the nature of the challenge is uncertain, collaboration becomes necessary, harnessing the creativity that underpins our future work. Inspiring each another can effectively address the challenges we encounter and prepare organisations for unforeseen or unknown challenges. Uncertain environments evolve knowledge management.

4.3 Directing the Crew: Management-Leadership-Stewardship

When we are certain about what we want and what we must do, managers perform effectively. However, during times of uncertainty, creative leaders are better equipped to adapt to new circumstances through innovative ideas that restore certainty. Stewardship encompasses values, ethics, and morals, safeguarding all resources with a human responsibility to care for the natural world (Davis et al., 1997; Takács & Abcouwer, 2024). Stewardship shifts the focus from 'solving immediate problems,' which managers and leaders often prioritise, to a broader and longer-term perspective, resulting in a sustainable present and future for individuals (Me), communities (We), and our environment (All).

While coordinating efforts different interpretations appear based on the stakeholders' backgrounds and micro-contexts, and we encounter dynamically changing contexts.

5. Context: The sea

The role of knowledge in addressing challenges is linked to the participants' visions influenced by their experiences and contexts, norms and values, although unforeseen contexts may prove relevant without our prior knowledge.

5.1 Understanding Reality

The significance of various contexts lies in considering how they affect our perception of reality.

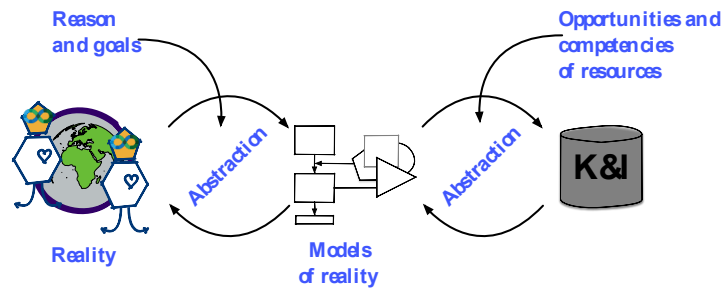


Figure 5: Reality and abstractions Adapted from Abcouwer et.al. (2022)

Given the complexity of reality, we omit elements that are not pertinent to the reasons and goals we pursue. To gain insight into the knowledge relevant to the challenge, we further abstract, as not all phenomena of complex reality can be distilled into knowledge models. Both abstractions occur within the context these considerations take place.

The context is guiding the translation from reality to knowledge representation. It is essential to recognise that everyone creates various translations and related abstractions from and within their own contexts. For a knowledge-based intervention, we must consider its originating context. Knowledge sharing is thus influenced by the differences in context.

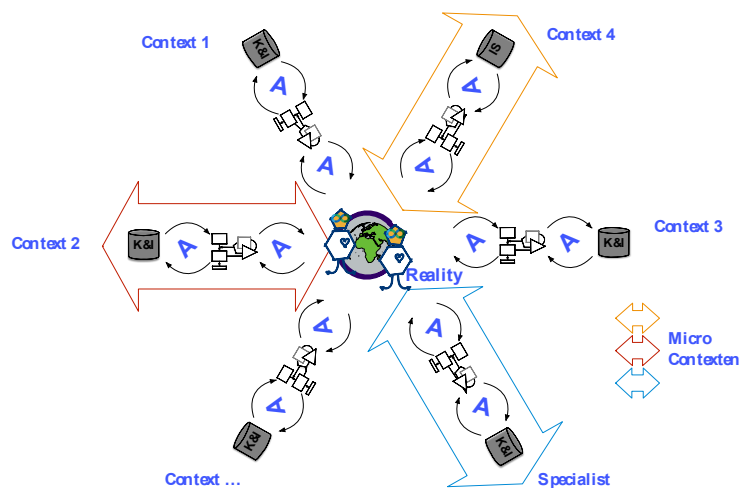


Figure 6: Combining micro texts to a macro context (Abcouwer et al., 2024)

Preparing for uncertain futures, we assume that the past knowledge and experiences are sufficient.

Confronting a real crisis, a situation where traditional problem-solving methods prove insufficient, requires us to seek new interventions. Consequently, we cannot reason from the past in a new context.

Examining the challenges we face, we recognise that we need capacities (skills, knowledge, etc.) to develop interventions for the specific situation. The better we understand the challenges' nature, the more precisely we can identify the necessary capacities. The extent of our knowledgebase in anticipating significant events is vital for recognising the challenges' root-contexts. To respond appropriately, we need interventions.

As both dimensions can be high or low, it spans a two-by-two matrix for dealing with the future. Once we understand the challenges and we have available interventions, **forecasting** is an appropriate strategy. Being unsure about suitable interventions, **analogical reasoning** will fit. Not understanding the challenge but having several interventions at disposal, we use **contingency planning**. And finally, we follow **scenario planning** in cases of uncertainty (Tsoukas & Shepherd, 2004). These four quadrants illustrate different contexts we might encounter. However, every stakeholder has a specific background influenced by their contexts. When directing change, both forecasting and analogical reasoning require rational *managers*. Scenario planning and contingency planning primarily rely on the guiding competencies of *leadership*. Recognising the continuous nature of change *stewardship* is a solution.

5.2 Adapting to Changing Reality

Any advancement towards an improved world is an ongoing process filled with constant disturbances. The Adaptive Cycle of Resilience (ACoR) model (Takács et al., 2019; Takács & Abcouwer, 2020) rooted in ecology (see a.o. Folke et al. (2002); Holling and Gunderson (2002)) and organisational change theories, (see a.o. Chandler (2014); Crawford and Nahmias (2010); Dervitsiotis (2011); Smith (2006); Walker and Salt (2006)) understands that human development materialises through change and grapples with the dilemma of what we desire, must do, and can accomplish in a given situation (Heene, 2002). The symbol of eternity embodies this continual process of change. Development begins from an equilibrium (bottom left quadrant) within a context where we comprehend what we desire, must do, and are capable of doing. Change introduces challenges that require us to utilise available creative competencies and co-create potential solutions for implementation. Operationalising the selected intervention can establish a new equilibrium that differs from the previous one and anticipates future changes. This model implicitly distinguishes between management capabilities on the left side and leadership on the right side. In general, the model includes the link between short-term problem-solving on the left and being resilient in dealing with unforeseen futures (plural) right.

As the eternity symbol indicates, change does not halt but rather evolves. Adaptability to new situations and resilience in facing challenges are vital for sustaining oneself throughout the change process.

Adaptability and sustainability are crucial challenges for all of us in our rapidly changing world. We need to address ever-evolving societal challenges, and in addition to adapting with specific skills, knowledge, and attitudes during different stages of change, we acknowledge the various perspectives of experiencing and acting, along with the effects on individuals (Me), communities or organisations (We), society, and the environment (All) (Abcouwer, Takács, Schilstra, et al., 2022).

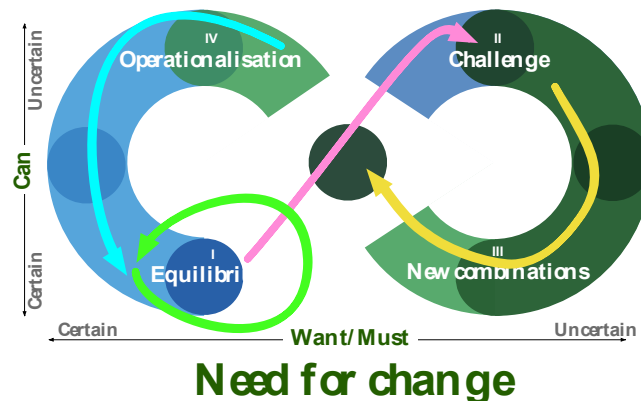


Figure 7: The Adaptive Cycle of Resilience

6. Sailing in the Unknown

In line with the lighthouse metaphor, we recognise the need for continuously improving our knowledge and competencies. The current education system does not prepare students for future developments. Theoretical insights to reorganise education along equality and equity appear and may be relevant.

6.1 Equality, Equity and the Disappointing Reality of Education

Today's societal developments increase the divide between rich and poor, although 75 years ago all the United Nations' member states agreed that 'All human beings are born free and equal in their dignity and rights' (United Nations, 2023), with equal rights to opportunities. In education, this is often implemented by ensuring that

everyone has equal access to the same basic education, emphasising the value of education for all. Providing equal facilities to ensure that everyone can enhance their knowledge and skills. However, not everyone is the same. Gardner (1985), state that people possess different intelligences, learn in various ways, and contribute to society's well-being differently. Standardised education allows only some individuals to contribute to society to the best of their abilities, while those left behind may be undervalued from a societal perspective. Therefore, today's educational offerings do not provide equal opportunities.

The concept of **equity** (Sowell, 2001) forms an alternative perspective on education. By enhancing the knowledge and competencies of the people, their contribution to society becomes personal and is valued based on the intrinsic worth that everyone can offer. This perspective shifts the understanding of education's role in a modern societal context. Based on the student's background, education should adapt to the necessary level of support to optimise their contribution both to themselves and to society. Here, optimising the contribution and value of each individual input to society is not assessed using an absolute standard, where only the best ones are celebrated. Every contribution is essential, valuable, and indispensable for society's sake.

Current practice reveals a third approach to education: **reality**, within its societal context. In many countries, there is a trend towards increasing private education. Publicly facilitated education for everyone typically offers basic and standardised education, often at a low(er) level. Privileged parents can obtain better-quality education by paying fees to private educational institutions. This results in increased inequality rather than a reduction.

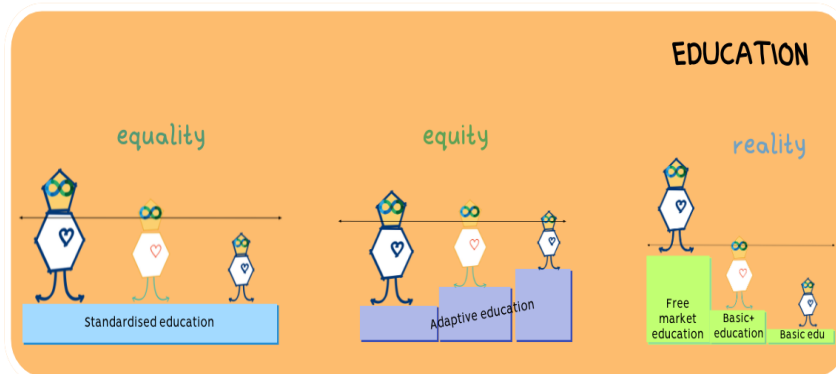


Figure 8: Education needs change (Adapted from Sowell (2001))

Understanding the differences between these three views on learning relies heavily on the fundamental insight that people are different. Everyone is with own competencies, abilities, skills, and backgrounds or contexts and roles within the society.

7. Conclusions

A responsible way of living harmonises with nature, preserving planet Earth for both current and future generations while enhancing the well-being of all. In an era of increasing environmental challenges (e.g., biodiversity degradation, climate change, species extinction, resource depletion), it is crucial to find ways to ensure that human prosperity does not compromise the environment and our social heritage.

The need to redefine human development emphasises the core principles of the interconnected environmental and social pillars of sustainability. In this article, we highlight the importance of knowledge, which plays a crucial role in changing or deepening values and motivations across various contexts. We must respect and treat nature and other living beings fairly, reconnecting our lives to the natural world to live in balance, cooperation, and harmony. Throughout history, humanity has embraced this awareness, understanding that everyone's contribution forms the foundation for future development. However, this role of the individual has evolved in recent decades into a form of extreme ecocentrism. Balancing the diverse interests of individuals (Me) and communities (We) alongside our environment while respecting the needs of all living beings (All) is crucial for future development. (Abcouwer et al., 2022). We need to restore ancient wisdom, modern science, and planet-friendly technology to ensure sustainable human development for our planet through cooperation. This perspective provides a substantial foundation for education that prepares children and younger generations for a bright future. In this paper, we showed the roles of knowledge in dealing with individual and societal challenges and navigating different values, motivations and contexts from various views.

In other words, the individual level (Me), health and justice are essential for the global well-being of both people and the biosphere we inhabit, as they together form the All perspective that we described. A range of fundamental human needs can be identified to enhance individual and societal well-being, including social health and justice, which foster sustainable societal, social, and personal development.

From this perspective, the roles of knowledge management can be summarised as follows:

- A clear vision of the future, just as a lighthouse, encourages a broader, more sustainable definition of value.
- It drives the crew of the ship for innovation, strategic decision-making, and pursuing long-term goals.
- It fosters adaptability, helping individuals and businesses thrive in an ever-changing environment.

The lighthouse metaphor supports change by offering fixed reference points: foundational values and knowledge to assist captains navigating safely in cooperation with the crew, who possess diverse knowledge to stay on course in the unpredictable ocean. At times, the waters are calm and stable, while storms (crises, misinformation, rapid change) can set the ship off course. A ship performs optimally when its crew communicates knowledge effectively and collaborates. Thus, knowledge management saves lives by ensuring the right information reaches the right people and that the given context is addressed. However, as stated in the introduction, we again echo Andriessen's (2008) warning that metaphors can mislead us when taken too literally. For us, this metaphorical approach was intended to spark discussion.

Ethics declaration: for this paper is no ethics clearance required

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