

## Going beyond growth paradigm. How to realise paradigm transition through transformational leadership in Higher Education

Accountants are going to save the world, according to the CEO Peter Bakker of the World Business Council for Sustainable Development (Schramade, 2020, p.26). In Sustainable Capitalism, however, Willem Schramade (2020, p.26) describes that there is no real innovation in the financial world. For a future-proof world, more is needed. According to him, this is partly due to the need for system changes. And that requires 'change agents'. The Advisory board of Higher Economic Education in the Netherlands (HEO) agrees and underlines the need for change agents in a transition oriented course for higher economic education. In line with Volberda (2017) and De Muijnck and Tieleman (2021) they are clear on the importance of inter- and intrapersonal competencies necessary for transformation. But how does one develop these change agent competencies in higher economic education, in which a new paradigm needs to be cultivated?

In the Master Circular Economy (HAN, Netherlands) the concept of transformational leadership (Bass, 1985) is used as method to accelerate the development of the inter- and intrapersonal competencies. In the Transformational Leadership Program students are stimulated to examine their often deeply embedded and unconscious assumptions, becoming aware of these through critical reflection. In line with Bonazzi Piasentin & Roberts (2018) we consider this is a promising method promoting paradigm change. Our experiences so far motivate us to share our insights and research the Transformational Leadership Program on the topic of 'paradigm shift through self-awareness' with aims to define the principles for effective educational design.

In this network studio I would like to invite participants to discuss ways I can best go about my research. After a short introduction on the Transformational Leadership Program I will demonstrate some exercises on creating awareness of unconscious assumptions. Participants are invited to share their insights on possible theoretical substantiation of these techniques and suitable research methods. Advice is also highly appreciated on how to get 'paradigm shift through self-awareness' incorporated in curricula in the economic domain.

### References

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