

SDG in Business Schools Through the Hidden Face of the Curriculum

Flávio Pinheiro, Luciana Cezarino, Lara Liboni and Adriana Caldana

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Abstract

Business schools have a central role in the socio-environmental scenario since they are expected to form leaderships with a technical capacity and a mindset suited to deal with the complexities of sustainable development. The formative process comprises formal and hidden curriculum, represented by the whole structure of values, beliefs and institutional practices that contribute to the educational process. The aim of this work is to identify the hidden curriculum role in the formation of leaderships for the sustainability, with the use of qualitative documentary evidences exemplified by the lens of the Sustainable Development Goals (SDGs) alignment. The results indicate that the hidden curriculum can be a vector for addressing sustainable development, improving conditions of local communities and transforming leadership for a more responsive management.



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Management

Academy of Management
555 Pleasantville Road, Suite N200
Briarcliff Manor, NY 10510-8020, USA
Phone: +1 (914) 326-1800
Fax: +1 (914) 326-1900

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