

**UNCOVERING BUSINESS PROCESS MANAGEMENT EDUCATION
GUIDELINES: bridging the gap between academia and industry**

SÉRGIO ADRIANY SANTOS MOREIRA
UNIVERSIDADE DE SÃO PAULO (USP)

SILVIA DALLAVALLE
UNIVERSIDADE DE SÃO PAULO (USP)

Introdução

The growing demand for skilled professionals in Business Process Management (BPM) has increased the pressure on higher education institutions to align training with market needs (Abdelnabi et al., 2023). However, the lack of appropriate teaching materials and qualified instructors has hindered the discipline's advancement and its consolidation as a transversal competency (Bandara et al., 2018). In addition, many curricula remain compartmentalized, limiting the adoption of an interdisciplinary and process-oriented perspective (Pridmore & Godin, 2021).

Problema de Pesquisa e Objetivo

The literature highlights the importance of an educational approach that combines BPM's conceptual foundations with practical experiences reflecting current organizational challenges (Bandara et al., 2010; Moura et al., 2021; Wiechetek et al., 2017). In response, this study explores key trends to support BPM teaching in universities and business schools and proposes six curricular BPM education guidelines to bridge the gap between academia and industry.

Fundamentação Teórica

BPM expertise is increasingly viewed as a critical competency that should be developed early in academic training (König et al., 2024). Yet, the complexity of real-world BPM challenges often exceeds the scope of traditional curricula, demanding constant updates. In this context, educators must engage in ongoing professional development to address current BPM demands and ensure that students are prepared for dynamic professional environments (Lippe et al., 2024).

Discussão

Understanding and applying the BPM Educational guidelines enables educators in universities and business schools to better prepare future BPM professionals. These guidelines not only promote experiential learning and encourage critical reflection on the theoretical knowledge acquired throughout the course (Lucey, 2023), but also foster active learning environments. This shift allows students to go beyond traditional lecture-based instruction, engaging in more dynamic and participatory forms of knowledge construction (Krain, 2010; Mebert et al., 2020)

Conclusão

The research clusters identified reveal a common emphasis on integrating practical BPM elements into curricula through a multidisciplinary approach that blends theoretical and applied knowledge. This research proposes six BPM education guidelines aimed at promoting: experiences in real business environments; the use of authentic case studies; integration of digital tools; application of pedagogical strategies such as problem-based learning and collaborative teamwork; deployment of simulated digital games; and development of competency models aligned with BPM roles.

Contribuição / Impacto

This study contributes to the BPM educator community by mapping and analyzing research clusters that highlight the challenges and opportunities in advancing BPM education. Moreover, it offers a managerial contribution by supporting curriculum enhancement in universities and business schools through actionable guidelines designed to equip future BPM professionals with the skills required to meet organizational demands.

Referências Bibliográficas

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