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BUSINESS EDUCATION IN LOGISTICS AS AN INNOVATIVE DIRECTION OF SPECIALIST TRAINING FOR DOMESTIC BUSINESS

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Abstract

Relevance : The innovative characteristics of business education in logistics presented in this article are highly relevant to the professional training of specialists for the domestic business sector. Within Ukraine's broader business education framework, the logistics training segment occupies a unique position due to the substantial societal demand for efficient logistics supply chains under the conditions of the war with Russia. This underscores the critical importance of logistics as a field of specialist training within institutional, informal, and non-formal business education systems.

Aim: To outline the content, forms, and teaching methods of logistics educational programs within business education at contemporary Ukrainian universities and within the non-formal business education system.

Methods: Analysis, synthesis, induction, data interpretation, comparison, and classification were employed to conduct a comprehensive analysis of the innovative characteristics of business education content within its logistics segment.

Results: A proprietary business education program titled "Building New Logistics Freight Transportation Routes" has been developed for representatives of Ukrainian transport companies. This program has been implemented at the transport company DSV LOGISTICS LLC (DSV) and the Kyiv Logistics School, combining two core modules: "Alternative Logistics Routes" and "Conization (clustering/congestion) in the Process of Designing and Implementing Logistics Routes." Furthermore, the content and specific features of logistics educational programs have been analyzed across several Ukrainian higher education institutions, alongside the non-formal logistics component of business education on platforms such as the Kyiv Logistics School (KLS), Marine Business School, and the DANKO Training Center (Kyiv & Online). The core components of business education curricula in logistics have been substantiated, namely Supply Chain Management, warehouse logistics and distribution, international logistics and foreign economic activity (FEA), and transport logistics.

Conclusions: The scientific novelty of this study lies in the substantiation of the content and innovative characteristics of business education in the field of logistics within the institutional and non-formal education systems of Ukraine. Conclusions have been drawn regarding the role and significance of cutting-edge online resources studied in modern business schools and non-formal logistics education institutions (the Ant-Logistics system, the SeaRates module (SeaRates Distance & Time), the ABM Cloud program (ABM Rinkai TMS), GPS monitoring systems, and the Trans.eu platform). Future research prospects are directed toward conducting a content analysis of educational-professional programs (EPPs) in business education at domestic higher education institutions.

Keywords: *business education, logistics, educational programs, professional competencies, non-formal education, online educational platform.*

Introduction. Transformations within the domestic higher education system have been primarily driven by its crisis state over the past decade, triggered by pandemic threats, demographic shifts, and the ongoing Russian aggression against Ukraine since 2014. Consequently, not only individual citizens and their families but also entire higher education institutions have effectively become internally displaced, which has fundamentally altered their operational models. Furthermore, higher education is undergoing gradual internationalization, adopting European standards for organizational structure and management. Business education is no exception in this regard; however, it is precisely the business discipline within Ukraine's higher education system that has been at the forefront of implementing trends toward deeper international cooperation, establishing joint offline and online business courses with foreign partners, developing dual models of educational organization, and digitalizing academic programs.

Within the structure of Ukrainian business education, the segment dedicated to training logistics specialists occupies a unique position due to the substantial societal demand for efficient logistical supply chains amidst the war with Russia. Moreover, active international cooperation, along with military and civilian assistance from foreign partners, necessitates robust human resources, effective management, and innovative advancements in this field. This collectively elevates the relevance of logistics as a field of study across institutional, informal, and non-formal business education frameworks.

Sources. The core characteristics of the content, formats, methods, and innovations in implementing business education programs in Ukraine and abroad are delineated in the scholarly works of I. Akhnovska and V. Bolgov (2020), O. Zakharova and O. Nastenکو (2023), O. Krasovska (2012), V. Kryachko (2024), S. Opatska (2002), L.

Khoruzha and O. Tadeush (2020), K. Shklyaruk (2016), among others. Regarding the logistics segment of domestic business education, its primary attributes are analyzed in a limited number of scholarly works in economics, management, and administration for instance, O. Karpenko et al. (2017), I. Lutsenko (2021), P. Yaremovych et al. (2021), S. Smerichevska et al. (2018), and others. Conversely, no scholarly works in pedagogy analyzing the logistical component of contemporary business education in Ukraine were identified.

Based on a comprehensive review of the available literature, it can be concluded that the pedagogical foundations of modern business education in logistics remain underrepresented in scholarly publications. This gap underpins the objective of this study: to outline the content, formats, and teaching methods within logistics academic programs in both contemporary Ukrainian universities and the non-formal business education sector.

Research Methods. To achieve the study's objective, methods of analysis, synthesis, induction, data interpretation, comparison, and classification were employed. The integration of these research methods enabled a comprehensive analysis of the innovative characteristics inherent in the content of the logistics segment of business education.

Results and Discussion. Broadly defined, logistics encompasses the set of processes associated with the movement, transportation, storage, and transformation of specific material objects. From a research perspective, logistics is defined as the science of managing material, information, and financial flows governed by the laws of synergy (O. Voznyuk, 2011; S. Yesimov, 2017). Contemporary logistics is primarily conceptualized as supply chain management designed to support business processes of varying degrees of complexity. A multidimensional overview of logistics within the context of business operations is illustrated in Figure 1.

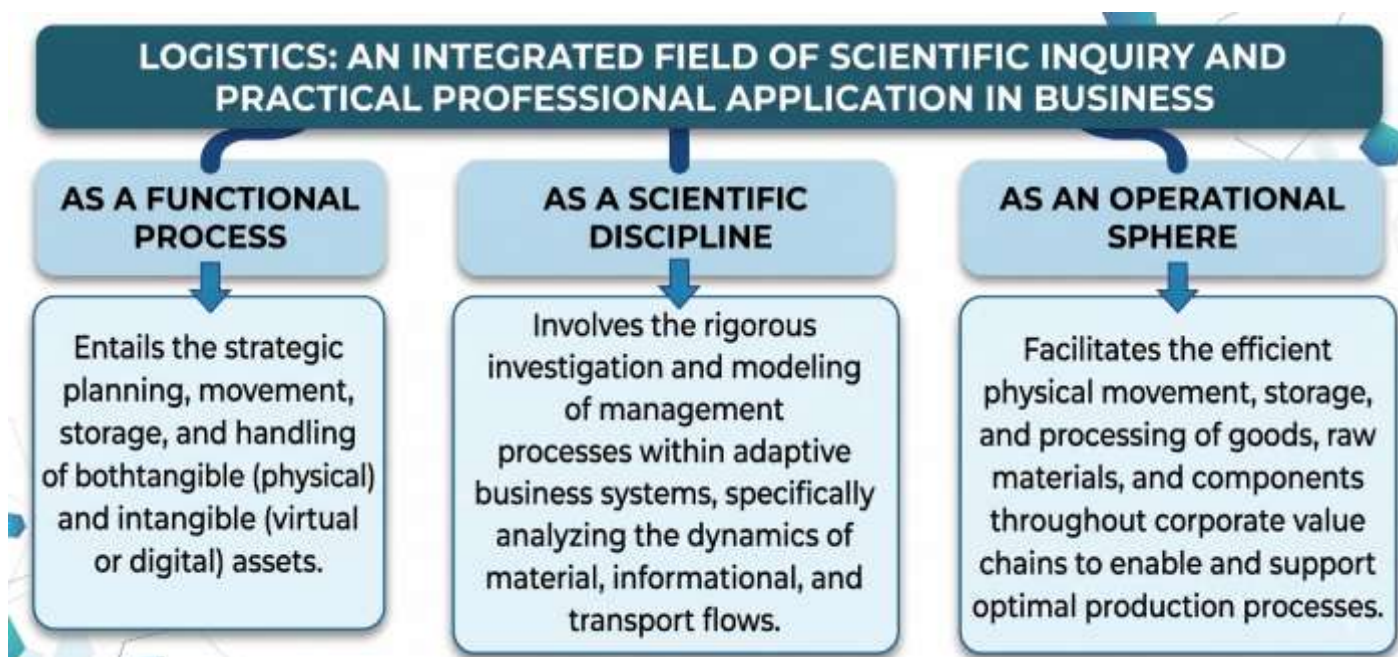


Figure 1. Logistics within the business operations system at varying levels of conceptual definition

Business education in the field of logistics in Ukraine is represented by both classical university programs and specialized schools focused on practical skills. Logistics professionals learn to manage supply chains, optimize warehouse processes, and work with international law and customs.

Within the logistics business education system, several key educational hubs stand out for providing a solid foundation of professional training in this field: the Kyiv Logistics School, and the logistics specializations at KNEU, Igor Sikorsky KPI, Ivan Franko National University of Lviv, the National Transport University, and several other higher education institutions. Furthermore, the logistics component of business education plays a prominent role in the ecosystem of non-formal educational platforms and resources. These include the DANKO Training Center (<https://danco.com.ua/ua>), featuring a proprietary logistics course by V. Hvozda; the Marine Business School (<https://marinemba.com/internationallogistics/ua>), which offers a professional certificate in international logistics; and the PRO8 Logistics School (<https://pro8.com.ua>), among others. These non-formal education centers identify themselves as distinct educational platforms that engage prominent logistics managers and practitioners, offering innovative educational programs in the educational services market that are

frequently adapted from foreign logistics training centers. Notably, non-formal resources predominantly offer online learning models, which significantly enhances accessibility for diverse categories of participants.

Regarding institutional/traditional formats of educational organization, logistics as a field of specialist training within the business education system is represented by numerous educational programs at universities, such as:

1. The "Commercial Activity and Logistics" Educational Program at Vadym Hetman Kyiv National Economic University (KNEU). This educational program is designed to train Bachelors of Management over a duration of 3 years and 10 months. The program is classified as practice-oriented and involves key stakeholders—IT companies, business entities, logistics operators, and consulting firms. In the context of business education in logistics, particular attention should be paid to the students' study of such disciplines as "Logistics" (10 credits), "Sales Management" (4 credits), "Marketplaces and Information Systems" (4 credits), and "Supply Chain Management" (4 credits). Higher education applicants can also select several elective courses (4 credits each) for the in-depth study of logistics, such as "Production Logistics and Quality Systems Management," "International Transport Transportation," "Reverse Logistics," and others (<https://fm.kneu.edu.ua>).

2. The "Logistics and Trade Business" EP at Ivan Franko National University of Lviv. The general educational approach of this program is defined as problem-based learning (PBL). This instructional model involves the active use of business case studies that facilitate learning-by-doing (experiential learning). Within this framework, students assume responsibility for decision-making in problem scenarios, independently establish goals and problem-solving algorithms, and analyze case studies aligned with urgent market demands and the broader socio-economic climate. The problem-based approach to implementing this educational program necessitates integrating knowledge from various related fields—management, financial logistics, and economic theory. Throughout the program, students develop critical thinking, individual soft skills, leadership capabilities, and teamwork abilities. The instructional process engages trainers from leading logistics companies in the Lviv region and other territories, as well as international experts (<https://econom.lnu.edu.ua>).

3. The "Logistics" EP at Igor Sikorsky Kyiv Polytechnic Institute. This bachelor's program focuses on the study of logistical operations, logistics solutions, and logistics systems. The primary instructional methods utilized in this educational program include economic diagnostics, forecasting and planning, the design of organizational logistical structures, and socio-economic efficiency evaluation. Alongside compulsory educational components, students study Inbound (Supply), Production, and Outbound (Sales) Logistics, customs logistics, warehouse logistics, transport logistics, and other professional disciplines (<https://kpi.ua>).

4. The "Logistics" EP at Yuri Kondratyuk Poltava National Polytechnic University offers joint bachelor's business programs with international partners (University of Greenwich, UK; Bialystok University of Technology, Republic of Poland), which significantly enhances their standing in the educational services market. Additionally, under the Erasmus+ program, students of this educational program can complete individual courses at universities in Romania, Finland, Latvia, the Netherlands, and Austria (<https://vntu.edu.ua/>).

5. The "Logistics" EP at Vinnytsia National Technical University defines its distinctive feature as the cultivation of practical skills in logistics management, analysis, planning, and organization of business entities' logistical activities, alongside the development of regional and national logistics infrastructure (<https://vntu.edu.ua/>).

As for the non-formal logistics component of business education in Ukraine, it is represented by numerous online platforms, centers, and courses, such as:

1. The "Kyiv Logistics School (KLS)" platform is a leading educational platform that offers participants professional training, consulting services, and courses in logistics and foreign economic activity. It is Ukraine's first specialized business school for logistics and logistics management. The school operates in cooperation with the global association Council of Supply Chain Management Professionals (CSCMP, USA), engaging experts from around 70 countries. Consequently, completion of training on this platform offers opportunities for international certification in logistics operations (the SCPro™ Fundamentals certificate) (<https://kyivlogisticsschool.com/scpro-fundamentals/>).

2. The "Marine Business School" platform offers an international logistics course delivered through training sessions, seminars, and webinars in international trade, customs logistics, and freight forwarding (<https://marinemba.com/internationallogistics/ua>).

Instruction on this platform focuses on hands-on training with logistics industry professionals. This platform is tailored for active logistics practitioners, logistics company owners, sales managers, and higher education students seeking to supplement their knowledge with a non-formal component.

3. The DANKO Training Center (Kyiv & Online). This educational institution in the field of logistics is represented by a proprietary training course developed by V. Hvozda (<https://dancko.com.ua>).

The core professional competencies of future logistics professionals, conventionally outlined in many educational programs in this specialty, are presented in Table 1.

Table 1

Integral and key professional competencies of future logistics specialists presented in higher education training programs (exemplified by the "Logistics" EP of Igor Sikorsky KPI, <https://osvita.kpi.ua>)

Competence	Competence Description	Educational Components Facilitating Achievement
Integral Competence		
IC	Ability to solve complex specialized tasks and practical problem situations characterized by complexity and uncertainty of conditions in the field of management and logistics, which involves the application of concepts and methods of corporate logistics management, optimization of logistics decisions, and the functioning and development of multi-level logistics systems.	Achieved through all educational components defined by the educational program for student study.
Professional Competencies		
PC7	Ability to select and utilize modern management tools.	Management, HR Management Corporate Finance Economic Analysis Customs Logistics Behavioral Economics
PC9	Ability to work in a team and establish interpersonal interaction when solving professional tasks.	Management HR Management Leadership and Business Communications
PC11	Ability to create and organize effective communications within the management process.	Leadership and Business Communications
PC16	Ability to plan, organize, and control operational logistics activities, determine priorities, and establish the sequence of logistics functions execution.	Fundamentals of Logistics Inbound (Supply), Production, and Outbound (Sales) Logistics Customs Logistics Transport Logistics Warehouse Logistics Integrated Planning of Production Logistics Support
PC 17	Ability to think in systemic categories of space, time, cost, and quality to realize the enterprise's logistical potential and enhance its competitiveness.	Fundamentals of Logistics Inbound (Supply), Production, and Outbound (Sales) Logistics Customs Logistics Transport Logistics Warehouse Logistics Integrated Planning of Production Logistics Support
PC 18	Ability to work with large volumes of data, understanding business analytics and modeling of logistics processes, including the use of digital technologies.	Transport Logistics Warehouse Logistics Integrated Planning of Production Logistics Support
PC 19	Ability to make flexible situational logistics decisions in a volatile environment.	Inbound (Supply), Production, and Outbound (Sales) Logistics Integrated Planning of Production Logistics Support

As evidenced by the analysis of the relevant educational programs, the primary components of business education curricula in the field of logistics are structured around the following core areas:

1. Supply Chain Management. This component of professional training involves studying the processes involved in coordinating material and immaterial (intangible) flows, from the manufacturer to the end consumer. As indicated by higher education curricula and non-formal training courses, the advantages of this management approach lie in the acquisition of knowledge, skills, and competencies in strategic planning, risk management, and cost optimization.

2. Warehouse Logistics and Distribution. This component of logistics business education covers topics such as the evolutionary stages of logistics, functions and types of warehouses, warehouse operations management, specialized warehousing equipment, inventory management, and the operation of customs warehouses.

3. International Logistics and Foreign Economic Activity (FEA): concepts of international logistics, the global logistics services market, specific features of cross-border transportation, documentation and cargo clearance, customs regulation of freight, and the integration of Ukraine into the international logistics space.

4. Transport Logistics: the essence and specific aspects of developing transport and logistics systems, transport and logistics infrastructure, freight operations management, fleet management, and passenger transportation logistics.

Contemporary business education programs within both higher education institutions and non-formal training courses incorporate the study of cutting-edge online resources designed to optimize future professional activities in logistics. Analysis of the experiences of business schools and non-formal education providers indicates that the most frequently recommended online resources and services (predominantly cloud-based) include:

1. The Ant-Logistics System. This cloud-based resource enables the automation of delivery routes and transportation optimization. Students who master this tool will be equipped to utilize automated routing, mobile applications, and real-time monitoring systems in their professional careers.

2. The SeaRates Module (SeaRates Distance & Time). This tool facilitates route planning, tracking cargo delivery stages, and calculating transit time and distance. A distinctive feature of this resource is its equal applicability to maritime, road, rail, and air freight. Furthermore, logistics companies can integrate this module directly into their websites to automate tracking operations.

3. The ABM Cloud Program (ABM Rinkai TMS). A cloud-based platform that automatically generates routes while factoring in various crisis factors and performance indicators [26].

4. GPS Monitoring Systems. This interactive resource, when integrated with online maps or specialized satellite systems, enables real-time adjustments to logistics routes while accounting for en-route risks and challenges.

5. The Trans.eu Platform. A specialized European online platform that integrates a logistics exchange and a Transport Management System (TMS). This platform facilitates the search for new carriers and highly efficient logistics routes stored within the proprietary Trans.eu database (<https://www.trans.eu/ua/>).

In the course of the study, a proprietary business education program titled "Building New Logistics Freight Transportation Routes" was developed and piloted for representatives of Ukrainian transport companies. The program was implemented in 2025 in Kyiv at the transport company DSV LOGISTICS LLC (DSV) and the Kyiv Logistics School, where the author of this study serves as an instructor. Leveraging their role as Director of the Sea and Air Freight Department at DSV, the author shared firsthand practical experience in organizing and developing innovative logistics routes within both global and domestic contexts, factoring in the specific challenges of designing routes under the conditions of the Russian aggression against Ukraine. Representatives from 86 logistics and other business entities from various regions of Ukraine participated in the program. The course comprised 60 instructional hours and concluded with the issuance of a professional certificate.

The curriculum of this non-formal training course involved the implementation of two core modules:

1. Alternative Logistics Routes. This module focused on modern software for logistics route optimization, primarily utilizing the Ant-Logistics online resource. Given that the author of this study represents DSV, a Danish company with a long-standing presence in the Ukrainian logistics market, the development of alternative logistical frameworks was informed by the experience of implementing European logistics models. Accounting for the specific conditions of martial law, participants were invited to explore options for designing logistics routes utilizing Ukrzaliznytsia (Ukrainian Railways) to six destinations in Ukraine: Ternopil, Klevan, Kyiv-Vyshneve, Dnipro, Kharkiv, and Zaporizhzhia.

2. Conization (consolidation/clustering) in the Process of Designing and Implementing Logistics Routes. This module familiarized participants with the following areas: • Reducing transport costs (the so-called "economies of scale") through Full Truckload (FTL) / full capacity utilization; • Route optimization to minimize total mileage, fuel consumption, and transit time; • The utilization of shared warehouses (hubs) where cargo is sorted and consolidated based on its shipping destination; • Increasing shipping frequency, thereby reducing client wait times through freight consolidation (<https://ua.linkedin.com>).

Throughout the course, participants proposed compelling innovative concepts that demonstrated an advanced level of knowledge and skills in managing logistics routes both within Ukraine and internationally. Examples included splitting cargo between two trucks to avoid persistent border congestion, routing logistics through Hungary (which faces fewer logistical bottlenecks for heavy goods vehicles), or utilizing maritime transport to Slovenia as an alternative delivery method. The primary teaching methods and formats employed during the course included proposal presentations, structured debates, open discussions, and case studies.

The resolution of the case studies presented to the course participants successfully expanded the clients' logistical vision and deepened their strategic thinking within the realm of contemporary logistics.

To enhance the effectiveness of the course, external experts from non-governmental organizations were invited to participate and assess

the security of logistics operations, particularly in light of expanding hostilities in various regions worldwide, including Ukraine. The expert evaluation emphasized that the rising complexity of doing business due to military actions globally has profoundly impacted logistics, which must now adapt to ensure predictable and scheduled operations for major corporations.

Conclusions. In conclusion, this article presents the innovative characteristics of business education in logistics within the context of professional training for the domestic business sector. It notes that within the structure of Ukrainian business education, the logistics training segment holds a distinct position due to the high societal demand for efficient logistics supply chains amidst the war with Russia. This enhances the relevance of logistics as a field of study within institutional, informal, and non-formal business education systems.

Within the domestic business ecosystem, logistics is conceptualized as a process, a science, and a field of practical activity. The significance of both institutional and extra-institutional educational hubs providing logistics specialist training has been substantiated (including KNEU, Igor Sikorsky KPI, Ivan Franko National University of Lviv, National Transport University, DANKO Training Center, Marine Business School, PRO8 Logistics School, etc.). The content and distinctive features of logistics educational programs have been analyzed across several Ukrainian higher education institutions, alongside the non-formal logistics component of business education on platforms such as the Kyiv Logistics School (KLS), Marine Business School, and the DANKO Training Center (Kyiv & Online).

Based on the analysis of the logistics educational program at Igor Sikorsky KPI, conclusions were drawn regarding the configuration of professional competencies for logistics specialists and their alignment with educational curricula. The core components of logistics business education content have been evaluated: Supply Chain Management; warehouse logistics and distribution; international logistics and foreign economic activity (FEA); and transport logistics. Furthermore, the role and significance of state-of-the-art online resources studied in contemporary business schools and non-formal logistics education institutions have been

outlined (the Ant-Logistics system, the SeaRates module (SeaRates Distance & Time), the ABM Cloud program (ABM Rinkai TMS), GPS monitoring systems, and the Trans.eu platform).

The results of developing and implementing a proprietary business education program titled "Building New Logistics Freight Transportation Routes" for Ukrainian transport company representatives have been detailed. This program was piloted at DSV LOGISTICS LLC (DSV) and

the Kyiv Logistics School, integrating two primary modules: "Alternative Logistics Routes" and "Conization (consolidation/clustering) in the Process of Designing and Implementing Logistics Routes."

Future research prospects are directed toward conducting a content analysis of educational-professional programs (EPPs) in business education at domestic higher education institutions.

Conflict of Interest

The author certifies that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the research results or conclusions. The integrity of the double-blind peer review process was ensured through a mandatory declaration of the absence of conflict of interest submitted via the journal's editorial system. This protocol guaranteed complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

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БІЗНЕС-ОСВІТА В СФЕРІ ЛОГІСТИКИ ЯК ІННОВАЦІЙНИЙ НАПРЯМОК ПІДГОТОВКИ ФАХІВЦІВ ДЛЯ ВІТЧИЗНЯНОГО БІЗНЕСУ

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Реферат:

Актуальність: представлені у статті інноваційні характеристики бізнес-освіти у сфері логістики є актуальними у контексті професійної підготовки фахівців для вітчизняного бізнесу; у структурі бізнес-освіти України сегмент підготовки фахівців з логістики займає особливе місце з огляду на значний соціальний запит на ефективні логістичні ланцюги поставок в умовах війни з росією; це підвищує рівень актуальності логістики як напряму підготовки фахівців у системі інституційної, а також інформальної та неформальної бізнес-освіти.

Мета: окреслити зміст, форми й методи навчання на логістичних освітніх програмах бізнес-освіти в сучасних українських університетах та в системі неформальної бізнес-освіти.

Методи: аналіз, синтез, індукція, інтерпретація даних, порівняння та класифікація – для комплексного аналізу інноваційних характеристик змісту бізнес-освіти в її логістичному сегменті.

Результати: розроблено авторську програму бізнес-освіти з напряму «Побудова нових логістичних маршрутів перевезення вантажів» для представників транспортних компаній України; розроблену програму впроваджено на базі транспортної компанії ТОВ ДСВ ЛОГІСТИКА (DSV) та Київської школи логістики в сукупності двох основних модулів: «Альтернативні логістичні маршрути» та «Conization (скупчення) у процесі побудови та реалізації логістичних маршрутів»; проаналізовано зміст та особливості освітніх програм з логістики у кількох закладах вищої освіти України, а також неформального складника логістики як компонента бізнес-освіти на платформах «Kyiv Logistics School (KLS)», «Marine Business School», Навчальний центр ДАНКО (Київ & Онлайн); обґрунтовано основні складові змісту бізнес-освіти в галузі логістики – управління ланцюгами постачання (Supply Chain Management), складську логістику та розподіл, міжнародну логістику та ЗЕД, транспортну логістику;

Висновки: наукова новизна дослідження полягає в обґрунтуванні змісту та інноваційних характеристик бізнес-освіти в галузі логістики у системі інституційної та неформальної освіти в Україні; сформульовано висновок про роль і значення новітніх онлайн-ресурсів, які вивчаються в сучасних бізнес-школах та закладах неформальної освіти з логістики (Система Ant-Logistics, Модуль SeaRates (SeaRates Distance&Time), Програма АВМ Cloud (ABM Rinkai TMS), Система GPS-моніторинг, Платформа Trans.eu). Перспектива подальших досліджень пов'язана з проведенням контент-аналізу ОПП з бізнес-освіти у вітчизняних закладах вищої освіти

Ключові слова: бізнес-освіта, логістика, освітні програми, професійні компетентності, неформальна освіта, освітня онлайн-платформа.

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