

BUSINESS CASES IN BUSINESS EDUCATION AND TEACHING PARADIGM CHANGE: LOCAL EXPERIENCE OF UKRAINIAN HIGHER SCHOOL

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Abstract. The vision of the article is to characterize didactic innovation from the background of a Ukrainian institution of higher education regarding the creation of an educational environment for the formation of a specialist prepared for: 1) forecast trends in the development of the service economy considering the context of multitasking, 2) an enterprise / corporation, 3) an employer's request through the implementation of business cases in the educational process. The arguments are consolidated with the demand of stakeholders-employers to work with graduates of higher education institutions not "formally trained" according to the educational standard and educational program, but those who have a professional background in the aggregate: practical skills and professional competences, stress resistance in situations of professional activity, a clear readiness for improvement, awareness of the need to increase (improve) qualifications throughout life. The reflection of the experience of implementing productive learning technology was carried out and it was argued that the method of business cases is the most appropriate business education tool for the requirements of the 21st century. The essence of a decision case study is characterized — a case in which students must independently make decisions and implement business projects. The main sources of obtaining business cases are outlined. The results of the three-stage pedagogical experiment (2015–2019, 2019–2020, 2020–2024) are described. The first (theoretical-methodological) stage provided for the substantiation of the technology of productive education, built on the principles of rational synergy of classical and innovative teaching methods (cases, simulation of real business problems, extra-auditory group work, formation of multidisciplinary teams). Based on the results of the second (approbation-practical) stage, a sample decision case study is presented. Based on the narrative methodology, the algorithm, work results, original conclusions of the work of the multidisciplinary student team of the "Restopraktiky" professional circle are described. The results of the implementation of the decision case study — the rebranding of the actual operating enterprise of the restaurant industry "Loft-café" are characterized. Within the third (analytical and diagnostic) stage, an analysis of changes in the priority of educational tools and psychological-pedagogical new formations of education seekers and professor-teaching community is carried out. It is substantiated that the changes are caused by the implementation of productive education technology and the implementation of the business case method into the educational process. The content and methodological peculiarities of digital practical manuals on management, created on the basis of educational training tools and a business case, are succinctly characterized.

Keywords: business education, business case, restaurant business, service economy, restaurant management, corporate educational institution, multidisciplinary

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1 Introduction

Since the foundation in 1088 of the first world university (Bologna), the face of civilization in the world has conceptually changed. Accordingly, the requirements of the institution, which is generally defined as “higher school”, have also changed. Let us outline these changes succinctly: 1) higher education ceased to be a privilege of the chosen ones, having passed into the status of mass education. 2) Higher education, as a certified fact, is not a guarantee of successful employment, socio-economic status, it is only one of the formal grounds for applying for the outlined. 3) The crisis of extremely rapid lagging of knowledge from the needs of the real economy. 4) Abandonment of the formula “knowledge, abilities and skills” in favor of creating conditions for the formation of a personally and professionally competent individual. 5) Information as a leading factor of socio-economic transformations, a revolution in the structure of time distribution and the ability to work with extremely large masses of information, psychological dependence on the flow of data, the phenomenon of the “dispersed crowd” [21]. 6) Contradictions between the educational mentality of the countries of the post-Soviet space and the development trends of higher education in the EU, USA, Japan, leading Asian countries, and Israel. 7) Global digitization of education, online education and the AI factor. 8) Challenges of military and political conflicts, pandemics, economic crises as a reality of the 21st century. Reforming the system of higher education in conditions of the Russian-Ukrainian war.

Futuristic forecasts of radical changes in the paradigm of higher education in the 21st century direct managers [33] and the entire academic community to innovative rethinking of the organization of the educational process, educational tools and technologies, and the development of qualitatively new criteria for evaluating the effectiveness of an educational product and competencies of graduates. At the same time, the objectivity of business modernity is awareness: the boundaries between various educational programs of the broad niche “service economy” will be much less clear in the coming decades. In this sense, the opinions expressed by the founder of Minerva University, Ben Nelson, are indicative. “Three things must be considered when developing an education system. First, your task is to ensure that your students acquire skills, knowledge, and other cognitive tools that they can use in a wide variety of life situations, not just in your classroom. Secondly, the study of educational practices proves how important active involvement in the learning process is for students. Active learning with the same professor, the same material, and the same level of students is seven times more effective than passive learning. And the third. You need to give a lot of feedback for student development. Here are three fundamental principles that science tells us about. Higher education in its current form almost completely ignores them” [25].

The stated principles are up-to-date for the higher school of Ukraine, which is in the process of conceptual reforms. The end of the Russian-Ukrainian war and the subsequent reconstruction of the economy will require innovative solutions and experts with innovative thinking. In conditions of the demographic crisis, the strengthening of migration processes, the growing role of AI, competition for education seekers, the search for an effective educational

tool / technology / product is extremely important for private institutions of higher education competing in the market of educational services in the absence of investment from the state. As for educational institutions of consumer cooperation [6], they were initially founded as corporate ones, therefore, they are closely integrated with the business processes of real enterprises and entire sectors of the economy. Cooperative educational institutions have a prolonged (on average, a hundred years) tradition of providing educational services in the field of training specialists for the service economy. After the abolition of the collective form of ownership in Ukrainian legislation, these institutions became private, but continue to focus the educational process on modeling, simulation and solving real business problems, mainly in the fields of retail and the hospitality industry.

Thus, the purpose of the article is detailed in the following research tasks:

- 1) outline the main sources of obtaining business cases for implementation in the educational process (from the background of the educational institution that became the basis of the study);
- 2) characterize the essence of a decision case study — a case in which students must make their own decisions;
- 3) present the algorithm, examples of original conclusions, results of the work of the multidisciplinary student team of the “Restopraktiky” professional circle on the implementation of a decision case study — the rebranding of the actually operating restaurant enterprise “Loft-café” of the institution of higher education;
- 4) carry out and present the analysis of changes in the priority of educational tools and psychological-pedagogical new formations of education seekers & professor-teaching community caused by the implementation of productive education technology and the introduction of the business case method into the educational process.

We use the key definitions of the article in the following meanings:

Business education — we are moving away from the classical interpretation of business education as post-university specialized professional training of managers with the highest qualifications in the field of business (MBA) and expanding its framework to educational programs of the first (bachelor) and second (master) levels for a wide range of specialists who will work in various areas of business.

A *business case* is a document that is a reasoned and structured overview of a proposed business project or proposal. It is developed to justify the necessity, expediency and profitability of implementing a specific initiative in the organization and includes: the essence of the initiative, market analysis and competitiveness, technical justification, financial analysis, risk assessment, alternative options, recommendations; for educational purposes, it is borrowed from the background of a partner enterprise and methodically described with the formulation of problems to be solved within the framework of mastering various educational components.

Cooperative educational institution — institutions of higher or professional pre-higher education, which were created by the system of consumer cooperation, starting from the 1920s, to ensure the corporate needs of the system in terms of personnel. As of the first quarter of the 21st century — privately

owned institutions that train specialists of the first, second and third levels of education for the needs of consumer cooperation and branches of the Ukrainian economy.

Corporate educational institution — an educational institution created within the structure of the parent company with a formed corporate culture, a clearly defined goal and a long-term strategy of business activity; which implements personnel training programs “for and under the company” (as a rule — short-term courses, certificate programs) and/or educational programs at the bachelor’s and master’s levels with the aim of selecting and employing the most talented graduates.

Literature review

Our understanding of the problem of the gap between the academic system of higher education and the real business environment is consolidated with the findings of [10]. The methodology of productive education, which will be characterized in the chapter Methodology, is based on the principles of the value of practice and practice-based learning [37], problem-solving learning [38]. The modern meanings of productive education are laid down in the writings of I. Böhm & J. Schneider [12] (International Network of Productive Schools, INEPS) and correspond to the definition of productive learning as a productive organization of personal, social and professional activity, which collectively ensures the searching, creative, transforming nature of educational knowledge, as a result of which social and professional experience is formed that a person acquires as a subjectively new product [24]. The article applies a number of conclusions regarding the competence approach in the development of the qualifications of future specialists [27, 28] , Zenchenko & Lytvynov [29].

In the context of the experiment, the conclusions of the researchers regarding helping students in developing their skills in time management, team building and business communication became valuable [22]; planning and decision-making skills [9], teamwork skills [11], problem-solving skills (the most common educational goals of business schools) [19], interpersonal skills defined as goal-oriented communication and behavior aimed at building business relationships in a team [23], formation of leadership competencies [32]. Research practices on the implementation of the business case method in the educational process were traced, starting with the publication of Franz Böcker [18] “Is Case Teaching More Effective than Lecture Teaching in Business Administration?” and Peter Saunders [30] “Experiential learning, Cases, and Simulations in Business Communication”. The experience of implementing a unique experimental training program “Walgreens Wrangle by Student in Free Enterprise” (a business strategy competition for twelve universities, sponsored by the Students in Free Enterprise team of the University of Southern Arkansas, in which managers of four large corporations participate for three days [14]. Consolidated with the results of the conducted experiment on the development and implementation of technology of productive learning and the method of business cases (on the example of the development and implementation of the case “Rebranding of a student cafe — creation of a student Loft-cafe”), there are research results [16]. This publication presents a thorough comparison of learning outcomes based on lectures, cases and simulations. Among the representatives of

the Ukrainian academic community working on the integration of the business case method into the educational process, we note the practical and methodical work of the director of the MBA programs of Kyiv-Mohyla Business School Volodymyr Pavelko, the vice-president of the International Business Institute Yuriy Zelenin, professor of Oleksandr Dlugopolskyi West Ukrainian National University.

Methodology

The theoretical and methodological basis of the research as a whole is an interdisciplinary approach that integrates the strategies of various fields of scientific knowledge: pedagogy (teaching methodology in higher education, tutoring), psychology (personality psychology, management psychology, communication psychology, coaching), economics (business planning, personnel management), leading ideas of methodological approaches to the training of specialists in the 21st century (activity, competence, system).

The methodical material of the article was the local experience developed at Khmelnytskyi Cooperative Trade and Economic Institute (hereinafter — KhCTEI, the Institute) during 2014–2024. The principles of practical orientation, focus on the acquisition of professional and life-applied skills, cognitive tools, active learning and feedback, multidisciplinary, an emphasis on systemic business thinking, an entrepreneurial type of behavior are reflected in the collective research work “Productive learning as the basic idea of the formation of an innovative personality of a specialist” [34], which laid the methodological basis of the educational process at the Institute during 2014–2022. The basic didactic tools of the technology of productive learning were defined as methods of educational training, project, business game, and business case. In 2015–2016, 2017–2018 case-method and the method of productive learning were presented by the educational and methodological developments of teachers of the Institute’s vocational college as part of the competition of the educational and methodological center “Ukooposvita” “The Best Teacher of the Year” in consumer cooperative educational institutions. Since 2018, after the internship of scientific and pedagogical workers of KhCTEI at the Faculty of Business Administration of the Higher School of Economics in Prague and at the Corporate University ŠKODA AUTO, Czech Republic (ŠKODA AUTO Vysoká škola); consultation in the outlined direction with Emil Velinov, the guarantor of educational program “Marketing” of Skoda Auto University; membership in the public organization “Ukrainian Education Researchers Association” (UERA), efforts were coordinated on the application of the business case method. In 2018–2020, the methodological service, the Center for the Quality of Education, and graduate departments of the Institute carried out work on the formation of a database of business cases, based on the developments of the University of Virginia, the Graduate School of Business of the University of Chicago, and the work of David Orkhval “Solving cases” (USA). The experience of improving the quality of business education developed by the International Association of Business Schools (AACSB), the European Foundation for Management Development (EFMD), which directly develop and implement the standards of American and European business education institutions, was studied; Management Development Association (CEEMAN) in Central and Eastern

Europe. In 2020–2021 the platform of the virtual educational enterprise of the KhCTEI “Shans” and the pool of scientific-methodical, consultative and advisory publications on the problem (Tserklevych et al., 2020) was presented in the content of self-analysis of the bachelor’s educational programs of the Institute accredited by NAZYAVO in 2020–2021 (educational program 073 “Management”, 076 “Entrepreneurship, trade and exchange activity”, 242 “Hotel and restaurant business”, 075 “Marketing”).

Regarding the research context, empirical methods were preferred. This made it possible to consolidate primary information about the challenges to the teaching community in the process of introducing business cases into the educational process and the evaluation of the effectiveness of traditional and innovative educational tools by education seekers. According to the results of pedagogical observations, questionnaires, interviews, rankings of priority statements (2014–2022), the assumption about the high motivation of education seekers to organize the educational process based on business case, simulation, and business game methods was confirmed.

A three-stage pedagogical experiment was implemented (2015–2019, 2019–2020, 2020–2024).

At the first, scientific-methodical stage, the technology of productive learning, built on the principles of rational synergy of classical and innovative learning methods (cases, simulation of real business problems, extra-auditory circle work, formation of multidisciplinary teams) is substantiated.

At the second, approbation-practical stage, work was carried out on the development of a database of business cases and mini-cases, a model of their application in the educational process was built, and the content of the work of the virtual educational enterprise divisions of the Institute PJSC “Shans” took place. From the background of the second stage, the article describes the experience of implementing a business case of rebranding by a multidisciplinary team of education seekers of one of the operating enterprises of the restaurant industry — a structural unit of the Institute.

Within the third, analytical-diagnostic stage of the research work, a holistic picture of psychological and pedagogical new formations in participants of the educational process was formed by the methods of in-depth interviews, self-assessments of professional growth and based on observations of participants of the educational process, which evidenced the formation of business thinking and behavior. Scientific substantiation of the research results was carried out on the basis of a narrative approach. Chronological boundaries of the pedagogical experiment are 2014–2024. 480 students and 135 teachers of institutions of higher and professional pre-higher education of the consumer cooperative were involved in the pedagogical experiment.

2 Results and discussion

2.1 Sources of educational business cases

The basic conclusion regarding the prospects for the use of business cases as an educational tool is as follows: the path to the implementation of business cases as a tool of business education in modern Ukrainian private higher

Table 1. Comparative results of a survey of teachers regarding the implementation of business cases in the educational process

Content of the problem	Results of a survey among 135 teachers of economic faculties		Deviation, %
	countries of the post-Soviet space, 2015, %	Ukrainian higher education institutions, 2020, %*	
It is not clear where to find (sources of) quality cases in sufficient quantity	37, 1	46 +	+ 8,9
Lack of support for teachers developing author's cases from the management of higher education institutions	21,5	32	+10,5
Lack of own experience and knowledge	13	16	+3
Lack of interest of students in working with cases	8,1	6	-2,1
Other reasons	20	—	-20

* *The online questionnaire posted on educational forum platforms was used to conduct the survey*

Source: own processing

education institutions is long, multi-tasking, and complex. At the initial stage, methodological problems in the field of implementation of training based on the business case method, which appeared before the initiators of the experimental didactic project (hereinafter — the project), were consolidated with the results of similar surveys. The comparative results of a survey conducted in 2015 among 135 teachers of the post-Soviet countries, who are training under educational programs for various areas of business, and a survey conducted among teachers of cooperative institutions of higher education (hereinafter referred to as higher education institutions) are presented in the table 1.

Thus, the central problem is the lack of quality cases. The percentage of education seekers who are not motivated to work with cases is initially insignificant. We can summarize that in a higher education institution, where the organization of the educational process based on work with cases was defined as a priority task, the level of experience and motivation of teachers and students to study based on the specified method has increased significantly. At the same time, the development of studies on the didactic possibilities of using the case method proved a sufficient list of works on the effective results of its

Table 2. Comparative results of the survey of teachers of the experimental higher education institution regarding the implementation of business cases in the educational process

Content of the problem	Results of a survey among 38 teachers of the economic faculties of the KhCTEI		Deviation, %
	2015, %	2020, %*	
It is not clear where to find (sources of) quality cases in sufficient quantity	73,7	28,9	-44,8
Lack of support for teachers developing author's cases from the management of higher education institutions	68,4	28,9	-39,5
Lack of own experience and knowledge	81,5	34,2	-47,3
Lack of interest of students in working with cases	13,1	—	-13,1
Other reasons	52,6	—	-52,6

Source: own processing

application in various fields of humanities, in particular, in the study of foreign languages (50% of Ukrainian-language articles on the problem presented in Google Academy, first rank), in the training of teachers (second rank) and in the training of medical students (third rank). We have not been able to develop a single thorough study devoted to the methodological effectiveness of the business case method in a Ukrainian university (non-MBA).

The fragmentary nature of the practice of applying the business case method in the educational process of Ukrainian higher education institutions is additionally confirmed by a simple empirical study of the number of search queries for the definitions of “case method” and “business case method” on the Google network (Table 3).

Considering the priority of the problem of sources of effective, reliable cases for the educational process, the program and content of student practice tasks for students of the institution, which became the basis of experimental research, were restructured. This made it possible to form, within specialties (educational programs), banks of mini-cases — the so-called caselets described by students based on the results of practices and internships (Table 4).

We note that the second source of acquiring business cases in an experimental institution is an adaptation of an idea formulated at Harvard. The development of the institute's collection of business cases made it possible to establish a firm conviction: in the first quarter of the 21st century. it is the business case that is the most appropriate period tool of business education.

Table 3. Quantitative differences in searches for the definitions of “case method”, “business case method” as of 2024

Definition	Request in Ukrainian, <i>number, thousand</i>	Request in Russian, <i>number, thousand</i>	Request in English, <i>number, thousand.</i>	Correlation of the number of searches
Case method	51	191	3 530	1:4:69
Method of business cases	36	226	3580	1:6:99

Source: own processing

Table 4. Sources of educational business cases

Sources	Open educational Internet resources (<i>published sources</i>)	Mini-cases (caselets) developed by students based on the results of practices and internships (<i>field research case</i>)	Receipt of business cases from enterprises-strategic partners of a higher educational institution, generalization of consulting experience (<i>generalized experience</i>)
Disadvantages	The need for translation and adaptation; as a rule, outdated information	Fragmentary character, incomplete descriptions, methodological imperfection of design.	The possibility of acquiring only those materials that do not contain commercial secrets; significant length of procedures for legal approval of materials possible for open use in the educational process.
Application	When teaching all disciplines of the business spectrum, for meaningful filling of the structural divisions of the educational virtual enterprise of KhCTEI PJSC “Shans”, as a basis for coursework, bachelor’s and master’s qualification works.		
Performance (high, medium, low)	Medium	Medium	High

Source: own processing

2.2 Methodological description of the didactic experience of implementing a decision case study in a Ukrainian business education institution

The key positions of the business case are clear and logical: **problem—situation—context—solution**. At the same time, there is a significant difference between illustrative cases that reveal business experience and the so-called **decision case study** — cases, when students solving them have to make a decision themselves. Such a decision case study was presented to the institution of higher education due to the need to improve the organization of student nutrition.

Let us characterize the key positions of the decision case “Rebranding of the student buffet — creation of a modern establishment of the restaurant business “Loft-cafe” (Table 5).

At the stage of developing the idea and studying the opinions of consumers regarding the ideal place for students to eat and rest, the working group was expanded — it included five students of the educational programs of the specialties “Marketing”, “Finance”, “Entrepreneurship, trade, stock exchange activity”, “Management”, “Computer engineering”, “Law”. Considering that the “Restopraktiky” circle is aimed at students of various educational programs, its basis is the restaurant business itself, therefore the meetings and classes of the circle members took place directly in the premises of the student buffet — the future Loft-café. Education seekers faced real problems, starting with the study of consumer requests (in particular, differences in menu requests by gender were taken into account [24], trends in the organization of work of similar establishments in the restaurant industry, ergonomics of the space, compliance with sanitary and hygienic requirements, concluding choosing the color scheme of the walls, searching for the best price-quality offer for the purchase of sofas and solving the question: should the coffee machine be bought or rented? The situation with the exhaustion of the financial resources laid down for the project was indicative. In order to successfully complete the rebranding process, using instructional materials from open sources, students were able to independently make lighting for demonstration windows, conceptually update the bar counter (painting, decor or replacement of individual elements), create stylized graffiti. Mentoring of students participating in the work on the business case was carried out based on the methodological and value principles of coaching [3].

Let us characterize the demarcation of the content of the professional tasks faced by those education seekers in various educational programs of the KhCTEI (Table 6) and competences that were formed by the education seekers based on the results of the tasks of professional activity.

To understand the thoroughness of the work on the business case, let us characterize the block of research devoted to the diagnosis of consumer behavioral requests. Special attention was paid to consideration of the requirements for restaurants of the generation of millennials, in particular — in the “fast food” niche [34]; gender differences in consumption of restaurant products [24], etc. We will present individual research results in this direction. A survey of expert restaurateurs of the city of Khmelnytskyi was carried out by the efforts of a joint team of education seekers majoring in Management, Hotel and Restaurant Business, and Marketing. The survey had the form of an interview and included three content modules (Table 7).

Table 5. Content description of the key positions of the decision case study “Rebranding of the student cafeteria — creation of a restaurant business establishment ‘Loft-cafeteria”

1. Problem	2. Situation
<p>The results of the analysis of the financial indicators of buffets operating in a higher educational institution showed a tendency towards a decrease in the number of consumers and a decrease in the level of profit. The students’ work on the solution of the case began with the solution of the key problem: the results of the analysis of the financial indicators of the buffets operating in the KhCTEI showed a tendency towards a decrease in turnover and, accordingly, a decrease in the number of consumers</p>	<p>The situation could be thoroughly explained by a whole list of objective external factors: for example, the fact that the educational building of the Institute is located in the city center, surrounded by dozens of restaurants with different concepts, formats, price offers, etc. A priori, the student cafe should offer consumers healthy, tasty food made from high-quality natural products, while adhering to a moderate price policy. However, even under such conditions, from a psychological point of view, young people are motivated for new impressions, including gastronomic ones, there is a desire to spend a long break outside the educational institution, to take a selfie — the list of reasons and arguments can be continued. However, this approach to the problem is wrong for higher education institutions that train specialists for business.</p>
3. Context	4. Solution
<p>of the characterized situation includes the requirements of the internal environment (level 1: the students’ vision of the buffet as an attractive place for “hanging out”, consumption of various coffee drinks, teas, non-alcoholic cocktails; requirements for conceptual updating of the range of main dishes, introduction of a line of desserts and seasonal drinks; level 2: the need to attract material resources for the rebranding of the catering establishment, calculation of the “break-even point”) and considering factors of the external environment.</p>	<p>Thus, in the second semester of 2019–2020, before the administration of the Institute and the head of the “Restopraktiky” circle, a didactic and real business problem arose — the rebranding of one of the student buffets to the level of a modern youth cafe, a “fashionable place” with an up-to-date (in the context of restaurant trends) menu.</p>

Source: own processing

Table 6. The content of the professional tasks of education seekers of various educational programs when working on the decision case “Rebranding of the student buffet — creation of a modern establishment of the restaurant business “Loft-café”

№	Educational program	Content of professional tasks
1.	242 Hotel and restaurant business	Requirements for the “cafeteria” restaurant establishment, the main characteristics of the activity; selection of forms and methods of service; participation in design creation; requirements for the premises of the institution (sanitary, fire, construction); development of a plan to meet the requirements of HACCP; ethics and psychology of service; menu development according to modern trends (gluten-free food, vegetarianism, calorie content of products, mixology of drinks, etc.); service standards; selection of equipment and facilities, etc.
		Competences
		<p>ABILITY: understanding of the subject area and specifics of professional activity;</p> <p>organize the service and production process considering the requirements and needs of consumers and ensure its efficiency;</p> <p>form and implement effective external and internal communications at hospitality enterprises, interaction skills;</p> <p>manage an enterprise, make decisions in the economic activity of the hotel and restaurant business entities;</p> <p>design the technological process, the production of products and services, and the service process of the implementation of basic and additional services in the enterprises of the hotel, restaurant and recreation industry;</p> <p>develop new services (products) using innovative technologies of production and customer service. and equipment, to solve the issue of rational use of spatial and material resources;</p> <p>work with technical, economic, technological and other documentation and carry out settlement operations as a subject of the hotel and restaurant business;</p> <p>identify, determine and evaluate signs, properties and indicators of the quality of products and services that affect the level of meeting the requirements of consumers in the field of hospitality;</p>

		<p>initiate the concept of business development, formulate a business idea for the development of hotel and restaurant business entities; carry out planning, management and control of the activities of hotel and restaurant business entities; develop, promote, implement and organize the consumption of hotel and restaurant services for different consumer segments; select technological equipment.</p>
2.	075 Marketing	<p>Development of a comprehensive marketing research (in particular, the conclusion that the “loft” style is the most desirable for students; systematic research of students’ needs in the restaurant industry as a place of food consumption, meetings with friends, leisure and recreation; study of existing competitors and their assortment and price policy; choosing a concept). Organization and holding of the event on the opening day of an institution; organization of tastings, raffle of certificates for the purchase of food and drinks. Prolonged study of the loyalty of consumers of an institution; advertising of an institution in the external space, including through social networks. It was marketers who proved that the best logo for a newly created cafe would be “cooper”.</p>
		Competences
		<p>ABILITY: logically and consistently reproduce the acquired knowledge of the subject area of marketing; critically analyze and summarize the provisions of the subject area of modern marketing; correctly apply marketing methods, techniques and tools; use marketing tools in innovative activities; analyze the behavior of market entities and determine the peculiarities of market functioning; propose improvements to marketing functions.</p>
3.	073 Management	<p>Development of an institution’s strategy; “red lines” of the rebranding process, formation of a business plan; recruitment and training of personnel; building a personnel motivation system; organization of control over the company’s activities.</p>
		Competences
		<p>ABILITY: analyze the results of the organization’s activities, compare them with factors influencing the external and internal environment; determine prospects of the organization’s development;</p>

		<p>manage the organization and its divisions through the implementation of management functions; act socially responsibly and consciously; choose and use modern management tools; plan activities of the organization and manage time;</p> <p>work in a team and establish interpersonal interaction when solving professional tasks; evaluate the work performed, ensure their quality and motivate the organization's personnel, create and organize effective communications in the management process;</p> <p>form and demonstrate leadership qualities and behavioral skills.</p>
4.	081 Law	<p>Authorization documents in the activity of a restaurant establishment; analysis and adjustment of contracts for the purchase of furniture, building materials, equipment; lease agreements for coffee, refrigeration and heating equipment; supply contracts; the procedure for employment and financial responsibility of employees.</p>
		Competences
		<p>ABILITY: analyze retrospectives of the development of legal phenomena and processes in the context of their impact on the modern legal system; appreciation and respect for human dignity as the highest social value, understanding of its legal nature;</p> <p>apply legal principles and doctrines, use databases of justice bodies and information technologies necessary during the implementation of legal activities;</p> <p>use various information sources to fully and comprehensively establish certain circumstances; determine relevant and acceptable facts for legal analysis;</p> <p>advise on legal issues, in particular, possible ways to protect the rights and interests of clients, in accordance with the requirements of professional ethics, proper compliance with the rules on non-disclosure of personal data and confidential information;</p> <p>to the logical, critical and systematic analysis of documents, understanding their legal nature and meaning.</p>
5.	072 Finance	<p>Preparation of estimates, financial activity plan, development of technical accounting documentation (calculation cards, menus, general price policy); planning of items of income and expenses of an enterprise after rebranding; justification of the level of profitability; development of the procedure for cash and non-cash settlements with consumers.</p>

		Competences
		ABILITY: diagnose the state of financial systems (state finances, including budget and tax systems, finances of business entities, household finances, financial markets, banking system and insurance); apply economic and mathematical methods and models to solve financial problems; prepare and analyze financial statements; carry out effective communications; determine, justify and take responsibility for professional decisions.
6.	076 Entrepreneurship, trade and stock market activity	Ensuring the protection of consumer rights; development of the range of own products and drinks, determination of the profitable share of purchased goods; analysis of product supply conditions, establishment of the optimal ratio between the percentage of products of own production supplied from outside, solving logistics issues. Study of the current assortment (including ABC analysis), price policy, compliance with the concept and selection of tableware, furniture, textiles, and inventory from the standpoint of quality, reliability, and safety; development of the order of acceptance of goods and products.
		Competences
		ABILITY: carry out activities in the interaction of entities of market relations; apply innovative approaches in the activities of business and trade structures; determine and evaluate the characteristics of goods and services in business, trade, stock exchange activities; carry out activities in compliance with the requirements of regulatory and legal documents in the field of business and trade activities; determine and perform professional tasks in the organization of business, trade and exchange structures; to business planning, assessment of market conditions and results of activities in the field of entrepreneurship, trade and exchange practice considering risks.
7.	123 Computer engineering	3D mock-up of the cafe design, creation of the establishment's website, work with social networks to build an optimal strategy for the establishment's promotion. Selection and installation of software to support the trading process. Together with marketers, they promoted the opening of the establishment, developed menu layouts, signs, and a logo. Provided technical support (internet coverage, audio system, etc.)

		Competences
		<p>ABILITY: apply the legislative and regulatory framework, as well as state and international requirements, practices and standards in order to carry out professional activities in the field of information technologies; apply in practice the fundamental concepts, paradigms and basic principles of functioning of computer engineering hardware, software and tools; systematically administer, use, adapt and operate existing information technologies and systems; select, deploy, integrate, diagnose, administer and operate the organization's computer systems and networks, network resources, services and infrastructure; create, implement, administer databases and knowledge using modern methods, technologies and database management systems.</p>

* *The forecast of competencies was carried out in accordance with the current standards of higher education for the specified specialties for the first (bachelor) and second (master) levels of higher education*

Source: own processing

Table 7. Program of expert survey of restaurant business owners

Module 1.	Study of issues related to: consideration of gender targeting of restaurant customers when creating menus; study of personnel training/development programs for the presence of a content block on developing skills for working with clients by gender.
Module 2.	Conducting and summarizing the results of a pilot study on the behavior of consumers — representatives of the millennial generation based on the results of observations of waiters, hostesses, middle managers.
Module 3.	Formation of recommendations for the development of the menu for the “Loft Cafe”; inclusion in the training program for bartenders, barmen and waiters of the section on gender aspects of customer service in the restaurant industry.

Source: own processing

A group of restaurant business experts from Khmelnytskyi (owners, directors and chefs of leading restaurants, totaling 12 people) was involved in the survey. At the first stage of the research, a questionnaire form was proposed regarding the requirements for the formation of an optimal menu. In the questionnaire, 30 menu characteristics were presented, from which ten priorities were to be chosen and ranked from the most to the least important. The ranking results are presented in the table. 8.

Table 8. Ranking of priority parameters of the “Top 10” menu

Parameter	Key characteristic	Content	Rank
List of dishes	Conciseness	There should not be many names of dishes on the menu, because on average a guest spends about 109 seconds perusing the menu (Gallup research).	1
Amount	Compactness	Short menus that are placed on 1–2 sheets are in trend today. With this logic, the main dishes are located in the upper part of the sheet or in the upper right corner. High quality photos are a must.	2
Gender targeting	Men — more, women — “easier”	Men more often order dishes in the description of which the words “spicy”, “fried”, “big”, “juicy” are present, while women of the weaker sex prefer lighter epithets — “diet”, “vegetarian”, “fitness”, “light” “, “easy”.	3
Design	“Appetizing”	The key task of design is to evoke feelings and form desires, and therefore to influence choices. Visitors usually read the entire menu, so its interface should be as convenient as possible, the design should be attractive, and the text should be competent and interesting.	4
Menu	“Familiar”	Every consumer can find what he is familiar with and his likes. The only “skeleton”: salads, appetizers, hot appetizers, soups, hot dishes, desserts.	5
Positions	Classification and “high-lighted positions”	“Anchor” dishes that “customers go to” are hits; special offers of the day, month, week. Dishes, specially visually highlighted in the menu, for which a guest usually pays more.	6
A component of traditional dishes	Profitable authenticity	This statement is based on the results of the “POSTER” consulting campaign research on the most popular dishes of Ukrainian restaurateurs: about 80% of Ukrainian restaurants necessarily include national dishes on the menu.	7
Epithets, marketing descriptions	Increase in sales	Conciseness and persuasiveness of the text for the menu. “Juicy” epithets increase sales. For quick visual identification, icons can be used: “bestseller”, “vegan”, “fitness”, “gluten-free”, “new”. Adequate marketing descriptions capable of increasing sales (“POSTER”).	8

Prices	Readable	To make it easier to read the prices, it is customary to divide the page menu into two columns: one column contains the name of a dish, and the other contains the prices.	9
Renewal	Constant, dynamic	The seasonal menu solves several tasks at once: it serves as an effective marketing tool, luring customers with novelties, and allows you to optimize costs due to the reduced cost of seasonal products.	10

Source: own processing

Thus, the results of interviewing restaurant business experts showed that gender targeting at the menu level gained the third rank of significance. To the question: “Do staff training/development programs include a content unit on customer service skills based on gender?” the following answers were received: “The training program for waiters provides for differences in the offer of dishes for women and men, waiters should be familiar with the basic patterns of ‘female’ and ‘male’ choices”; “Special training in gender psychology was never conducted. There is an established understanding of what different generations, men, women, young people, usually order”; “Ready to conduct research based on observations, because the category of customers of the millennial generation has been growing steadily in recent years, especially in the take-out niche.” The results of observations of the food behavior of consumers of the millennial generation, conducted during October — November 2020, showed results that are consolidated with the conclusions of questionnaire surveys of respondents — representatives of the millennial generation, presented in [24]. At the same time, managers and administrators of restaurant establishments that became the basis of the study noted that 78% of takeout orders and services in the catering format fell on consumers of the millennial generation, and about 60% of orders were made by men, 40% by women. Characterizing the general construction of the strategy for working with consumers of the millennial generation, managers and administrators noted such priorities, equally significant for both men and women, such as: interest in new products and services for a client, customization (individual approach), speed and price.

The scope of the article does not allow to characterize all areas of work, professional tasks, competencies, abilities, skills, conclusions obtained during the period of implementation of a business case. Its result was the effective rebranding of the student cafe-cafeteria, which meets the nutritional needs of students, is an attractive place to spend free time (leisure), and acts as a profitable structural division of the Institute during 2020–2024 (considering challenges of the COVID-19 pandemic, Russian-Ukrainian War).

The need to scale the experience of introducing business cases into the educational process, simultaneously with the challenge to traditional offline learning in favor of online, digitalization of the educational process, the realities of the organization of the educational process in conditions of the Russian-Ukrainian war, led to the need for the development of innovative teaching manuals (examples are shown in Table 9).

Table 9. Content characteristics of digital manuals of the innovative type, developed at the request of education seekers (on the example of educational program 073 Management) *

Name of the manual 1.	Electronic educational and practical manual “Innovative training technologies. Management 3.0. Era Agile”
Key sections / trainings	Business cases as part of trainings
<i>Training 1.</i> Management 3.0. Chapters: 1. Setting goals. 2. Self-organization. 3. Internal motivation. 4. Complex thinking. 5. Leadership and team management. 6. Agile management.	<i>Case 1.</i> 5-S lean production technologies at the enterprise (Potocki Confectionery LLC, Khmelnytskyi). <i>Case 2.</i> The motivational factor in the personnel management system at a modern enterprise (KARAT LLC, Khmelnytskyi).
<i>Training 2.</i> Era Agile. Chapters: 1. Scrum. 2. Kanban.	<i>Case 3.</i> Corporate culture (PRESTIZH-AVTO LLC, Khmelnytskyi). <i>Case 4.</i> Implementation of lean Just-in-time production technology at the enterprise (“Zavod Hydroarmatura” LLC, Khmelnytskyi).
<i>Expected competencies</i>	
<p>The ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge/-types of economic activity).</p> <p>Skills in using information and communication technologies.</p> <p>The ability to motivate people and move towards a common goal, work in a team, establish interaction when solving professional tasks.</p> <p>The ability to generate new ideas.</p> <p>The ability to apply knowledge in practical situations.</p> <p>The ability to choose and use management concepts, methods and tools, including in accordance with defined goals and international standards.</p> <p>The ability to establish values, vision, mission, goals and criteria by which the organization determines further directions of development, develop and implement appropriate strategies and plans.</p> <p>The ability to self-development, lifelong learning and effective self-management.</p> <p>The ability to effectively use and develop the organization’s resources.</p> <p>The ability to create and organize effective communications in the management process.</p> <p>The ability to form leadership qualities and demonstrate them in the process of managing people.</p>	

<p>The ability to develop projects, manage them, show initiative and entrepreneurship.</p> <p>The ability to use psychological technologies for working with personnel.</p> <p>The ability to analyze and structure organizational problems, make effective management decisions and ensure their implementation.</p> <p>The ability to manage the organization and its development.</p>	
Name of the manual 2.	Electronic educational and practical manual “Innovative training technologies. The art of self-presentation. Personal Time management”
Key chapters / trainings	Business cases as part of trainings
<p>Training 1. The art of self-presentation.</p> <p>Sections:</p> <ol style="list-style-type: none"> 1. Knowing one-self. 2. Self-Branding. 3. Impression management. 4. SWOT matrix. 	<p><i>Case 1.</i> The development of the company’s personnel as a necessary condition for competitiveness (Chief manager of funds “Kolisey”, Khmelnytskyi).</p> <p><i>Case 2.</i> Formation of the social and psychological climate in a team through professional communication (PE “KERNELTRADE PODILLYA”, Khmelnytskyi region).</p>
<p>Training 2. Personal time management.</p> <p>Chapters:</p> <ol style="list-style-type: none"> 1. Planning. 2. Prioritize. 3. Setting goals. 4. Organization. 5. Decision-making. 6. Delegation. 	<p><i>Case 3.</i> Personnel management of the enterprise at different stages of the life cycle (restaurant “Restoration of Shpigel”, Khmelnytskyi).</p>
<i>Expected competencies</i>	
<p>The ability to communicate with representatives of other professional groups at different levels (with experts from other fields of knowledge/-types of economic activity).</p> <p>The ability to motivate people and move towards a common goal, work in a team, establish interaction when solving professional tasks.</p> <p>The ability to apply knowledge in practical situations.</p> <p>The ability to choose and use management concepts, methods and tools, in accordance with defined goals and international standards.</p> <p>The ability to self-development, lifelong learning and effective self-management.</p> <p>The ability to create and organize effective communications in the management process.</p> <p>The ability to form leadership qualities and demonstrate them in the process of managing people.</p> <p>The ability to use psychological technologies for working with personnel.</p> <p>The ability to manage the organization and its development.</p>	

Source: own processing

** The presented manuals are laureates-winners of the XVIII regional competition of scientific research works in the nomination “Monographs, textbooks, training manuals” of Khmelnytskyi Regional Council (2024), developed by the authors within the framework of the implementation of the scientific research work 0124U001410 “Development of key competencies of future managers for the use of innovative training technologies”*

3 Conclusions

According to the independent conclusion of students-members of the “Restopraktyky” professional circle, formulated on the results of reflection on the implementation of the project, the slogan “I know, I can, I act” is real for implementation only in an educational environment built on business cases. Students also noted the importance of competencies in the field of financial literacy, team building, leadership, goal setting and goal achievement, complex problem solving. At the same time, the professor-teaching community — the project coordinators — in the interview expressed their belief that the experience gained in working with business cases during the educational process will become the best “safety cushion” in the real professional activity of graduates, and also fundamentally changes the role of a teacher.

The changes in the evaluation of the effectiveness and experience of using traditional and innovative educational tools on the part of the students of education are indicative (Table 10).

In-depth interviews and psychological-pedagogical observations proved a number of psychological-pedagogical innovations in the participants of the educational process, caused by the experience of applying the business case method in the educational process (Table 11).

On the basis of methodological conclusions, consolidated with the results of other researchers, in particular [35], in the future, the authors will develop a detailed methodology for diagnosing educational and practical achievements of students studying by the business case method. The presented article is one of the first steps towards substantiating the pool of educational tools for ensuring the productivity/efficiency of Ukrainian business education in the 21st century. The task set by the authors goes beyond the implementation of business cases (decision case studies in the presented article) into the educational process. This is due to the evolution of corporate higher education institutions and their transformation into entrepreneurial educational structures. In the future, the development of business cases by teachers through the mediation of the methodological service, the education quality service, in collaboration with the business structure as the founder, will become one of the sources of profit formation and investment in the development of the institution.

Table 10. Changes in the evaluation of the effectiveness of education seekers of traditional and innovative educational tools (methods, forms)

Statements about the level of mastery / effectiveness of the educational tool	Results of a survey among 240 undergraduate students,		Deviation, %
	2015, %	2022 p., %	
A lecture with practical examples, a practical session with the solution of typical professional problems are the predominant forms of organizing the educational process	95	62	-33
A lecture with practical examples, a practical session with the solution of typical professional problems are effective forms of acquiring professional competences	72	24	-46
I have sufficient experience in mastering professional knowledge, skills and abilities based on such educational tools as:			
training on the formation of professional competences	12	32	+20
B) business game	28	68	+40
C) simulators, simulation of real business processes	12	56	+44
D) method of business cases (analysis of end-to-end situations of professional activity)	4	38	+34

Source: own processing

Table 11. Psychological-pedagogical changes of education seekers and the professor-teaching community caused by the implementation of the productive education technology and the implementation of the business case method

PSYCHOLOGICAL <i>(personality change)</i>	PEDAGOGICAL <i>(change of tools)</i>
Change in motivation. The work is not carried out “for evaluation”, but for gaining experience	The end result is skills/competencies , not knowledge (The level of mastery of a professional function, own intellectual product is evaluated).

Work in a situation of altered reality : from the academic environment to the business/production environment	The content of each lesson (educational or group) is work with a business case Therefore, the dominant emphasis is on interdisciplinary connections integrated in the business case.
Exteriorization: the ability to use one's knowledge for changes, transformation of the surrounding world, that is, to make a transition from "inside" to "outside".	The real embodiment of subject-subjectivity in the educational process; Implementation of the productive education formula: not education and work separately, but a single process: education = learning = practical activity.
Awareness of professional success through the formula: $PS = (T/W + T_n) * (M + C_m)$, where T is training, W is work, T_n is technology, M is motivation, and C is communication	The technology is strictly regulated regarding the forms of work: case study, business game, training, business project.
It is taken into account that an activity should be changed every 7 minutes.	Clearly algorithmized, it provides for several types and levels of activity within the framework of even one class (meetings within the framework of circle work).
Final result: students who previously received an assessment for knowledge (80%), abilities and skills (20%) become specialists with different levels of competence/productivity/efficiency; a teacher from the role of a mentor (80% theoretician, 20% — practitioner) in the future profession becomes a subject of business environment several ranks higher than a student.	

Source: own processing

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