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## СТРАТЕГІЇ РОЗВИТКУ БІЗНЕС-ОСВІТИ В УКРАЇНІ В УМОВАХ ГЛОБАЛІЗАЦІЇ: ЦИФРОВА ТРАНСФОРМАЦІЯ ЯК КЛЮЧОВИЙ ВЕКТОР ЗМІН STRATEGIES FOR THE DEVELOPMENT OF BUSINESS EDUCATION IN UKRAINE IN THE CONTEXT OF GLOBALIZATION: DIGITAL TRANSFORMATION AS A KEY VECTOR OF CHANGES

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Малюкіна А. О. Стратегії розвитку бізнес-освіти в Україні  
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*The article explores the strategic approaches to developing business education in Ukraine in the context of globalization, with a special emphasis on digital transformation as a key vector of innovative changes in the educational environment. The study aims to substantiate the strategic guidelines for modernizing management education in Ukraine based on integrating global trends, digital technologies, and international experience. The methodological basis of the study is based on the methods of system analysis, comparative analysis of educational strategies, content analysis of regulatory and analytical sources, and expert assessment of the state of digitalization in business schools. As a result, the key global trends in business education are analyzed, including personalization of learning, implementation of EdTech solutions, micro-qualifications, ESG components, development of partnerships, and digital flexibility. It is established that digital transformation in Ukraine is fragmented and requires systematic management at the level of higher education institutions. A comparative analysis of international and Ukrainian practices of digitalization of business education is carried out, and the main barriers are identified: insufficient funding, lack of digital development strategies, and weak integration into the international academic space. Particular attention is paid to analyzing examples of successful implementation of digital solutions in Ukrainian universities (KSE, LvBS, KPI, S. Kuznets KhNUe). The scientific novelty of the work is to justify the conceptual model of strategic development of business education in Ukraine based on digital transformation, as well as to identify strategic priorities for digitalization in the context of comparison with international practices. The study's practical significance lies in forming a set of recommendations for updating educational programs, management models, personnel policy, and digital infrastructure of business education institutions. Perspectives for further research include a deeper analysis of the digital maturity of Ukrainian higher education institutions, the development of indicators for assessing the effectiveness of digital strategies, and the study of digital education's impact on graduates' international competitiveness.*  
**Keywords:** business education, development, strategy, change, transformation, digitalization, globalization, educational services, EdTech.

У статті досліджено стратегічні підходи до розвитку бізнес-освіти в Україні в умовах глобалізації, із особливим акцентом на цифрову трансформацію як ключовий вектор інноваційних змін в освітньому середовищі. Метою дослідження є обґрунтування стратегічних орієнтирів модернізації управлінської освіти в Україні на основі інтеграції глобальних тенденцій, цифрових технологій та міжнародного досвіду. Методологічну основу дослідження становлять методи системного аналізу, порівняльного аналізу освітніх стратегій, контент-аналізу нормативно-аналітичних джерел, а також експертне оцінювання стану цифровізації у бізнес-школах. У результаті проаналізовано ключові глобальні тренди у сфері бізнес-освіти, зокрема персоналізацію навчання, впровадження EdTech-рішень, мікрокваліфікації, ESG-компоненту, розвиток партнерств та цифрову гнучкість. Встановлено, що цифрова трансформація в Україні носить фрагментарний характер і потребує системного управління на рівні закладів вищої освіти. Проведено порівняльний аналіз міжнародної та української практики цифровізації бізнес-освіти, визначено основні бар'єри: недостатнє фінансування, відсутність стратегій цифрового розвитку, слабка інтеграція до міжнародного академічного простору. Особливу увагу приділено аналізу прикладів успішного впровадження цифрових рішень в українських університетах (КСЕ, УКУ, КПІ, ХНЕУ ім. С. Кузнеця). Наукова новизна роботи полягає в обґрунтуванні концептуальної моделі стратегічного розвитку бізнес-освіти в Україні на основі цифрової трансформації, а також у виокремленні стратегічних пріоритетів цифровізації в контексті порівняння з міжнародними практиками. Практична значущість дослідження полягає в формуванні комплексу рекомендацій щодо оновлення освітніх програм, управлінських моделей, кадрової політики та цифрової інфраструктури закладів бізнес-освіти. Перспективи подальших досліджень передбачають глибший аналіз цифрової зрілості українських ЗВО, розробку індикаторів оцінки ефективності цифрових стратегій, а також вивчення впливу цифрової освіти на міжнародну конкурентоспроможність випускників.  
**Ключові слова:** бізнес-освіта, розвиток, стратегія, зміни, трансформація, цифровізація, глобалізація, освітні послуги, EdTech.

### Statement of the problem

In today's globalized world, business education is not only a tool for training management personnel but also one of the key factors in forming a competitive knowledge economy. Given the dynamic development of digital technologies, the growing influence of transnational educational systems, and changes in the labor market, traditional approaches to business education management require a significant rethink. In particular, the challenges of globalization necessitate integrating innovative educational models, digital tools, and international standards into the strategic development of business schools.

In this context, digital transformation is a key driver of strategic change, as it transforms educational formats (online, hybrid, blended learning) and changes the logic of business education institutions. It opens new opportunities for scaling up educational services, personalizing the learning process, analysing results, integrating with artificial intelligence, and building new interaction models between universities, businesses, and students [1].

Business education is increasingly becoming a flexible, technologically supported, and interdisciplinary process focused on developing entrepreneurial, analytical, and digital competence [2]. However, despite the positive developments, the Ukrainian business education system faces several challenges, including fragmented digitalization, insufficient international

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integration, limited curriculum flexibility, and a lack of long-term development strategies. Under such conditions, strategic management of business education transformation - considering global trends and digital technologies – becomes a priority for individual educational institutions and state education policy.

Thus, studying strategies for developing business education in the context of globalization focusing on digital transformation is a relevant and timely step toward forming an innovative, adaptive, and competitive management education system in Ukraine.

Several modern scientific and analytical publications that focus on the profound changes in the global management education system confirm the relevance of researching strategies for developing business education in the context of globalization and digital transformation.

In particular, the study by Prabowo H. and Bandur A. [2] reveals global trends in the digital transformation of higher education. The authors emphasize that digitalization is not just a tool for modernizing the educational process but also a strategic basis for institutional development that requires changes in the management model, the structure of educational services, and the training vector of new generation leaders.

The AACSB report [3] presents a vision of digital transformation in the context of business school development. It notes that digital adaptation is a critical condition for maintaining competitiveness, program flexibility, and compliance with the global market's needs.

Gangele P. and Kumar A.'s article [4] contains a systematic review of the impact of globalisation on business strategies. The authors argue that technological innovations, particularly digital solutions, are radically changing approaches to strategic planning in business and education.

In addition, the authors Voitko S. V., Hluschenko Ya. I., Korohodova O. O., and Chernenko N. O., in their publication [5], consider the impact of globalization on curriculum development and implementation of culturally inclusive curricula. The authors emphasize the importance of integrating global competencies and cultural perspectives into curricula to develop intercultural competence and global awareness of students. It is also noted that the internationalization process of educational programs includes stages such as assessing the current state of internationalization, imagining possible changes, and introducing new approaches. At the same time, the authors point to challenges related to limited resources, resistance to change, and different levels of institutional support. Despite these obstacles, the importance of incorporating global competencies into curricula is emphasized, and recommendations are made to overcome obstacles, including improved support systems and targeted professional development for teachers.

On the other hand, the AACSB, in its analytical review "Global education is essential, now more than ever" [6], highlights the strategic value of international business education. The publication emphasizes that internationalization, flexibility, digital competencies, and innovative approaches should become the key guidelines for the strategic development of business schools in the coming years.

Thus, the research analysis suggests that the combination of global challenges and digital transformation is shaping a new paradigm of strategic management in business education, which requires rethinking the development models of national educational systems, including in Ukraine.

### **The purpose of the research**

The article aims to justify the strategic guidelines for developing business education in Ukraine in the context of globalization, considering the impact of digital transformation as a key factor of innovative changes in the educational environment and management practices. To achieve this goal, the article provides for the following tasks:

1. To analyze current global trends in the strategic development of business education and identify key challenges caused by globalization processes.
2. To reveal the essence and role of digital transformation as a strategic vector of change in business education's content, formats, and management.
3. To assess the current state and strategic guidelines of business education in Ukraine, including the level of digitalization, internationalization, and adaptation to modern requirements.
4. To conduct a comparative analysis of the strategies of leading Ukrainian and foreign business schools, which allows the identification of effective development and change management models.
5. To formulate practical recommendations for implementing effective strategies for the digital development of business education in Ukraine based on international experience.

### **Presentation of the primary research material**

In the scientific literature, strategic development is seen as a purposeful process of long-term planning that ensures the organization's adaptability and competitiveness in a changing environment. In the context of business education, this involves developing strategies that allow educational institutions to respond to global challenges, digital innovations, and changes in the structure of demand for managerial competencies.

Henry Mintzberg's concept distinguishes between deliberate (deliberately planned) and emergent (emerging in the process) strategies. A deliberative strategy involves precise planning and implementation, while an emergent strategy is formed gradually in response to changes in the external environment. This approach allows organizations to be flexible and adaptive in uncertainty [7]. This is especially important for business schools operating in a highly dynamic environment—technological, economic, and cultural.

On the other hand, M. Porter identifies three main strategies for achieving competitive advantage: cost leadership, differentiation, and focus [8]. In business education, the differentiation strategy can manifest in creating unique educational programs that meet the market's and students' specific needs.

The methodological basis of the study of business education development strategies includes an interdisciplinary approach that combines:

educational management: management of educational institutions considering strategic planning and organizational development;

digital transformation approaches: introduction of digital technologies into the educational process, including the development of digital learning strategies, student support, planning of the educational process, and development of digital competencies of teachers [9];

internationalisation models: adaptation of educational programs to international standards and integration of intercultural components into the educational process;

principles of sustainable development and social responsibility: considering environmental, social, and governance aspects in the strategic development of educational institutions.

Digital strategic transformation is a particularly relevant concept, according to which digital tools complement the educational process and form a new logic of functioning for an educational institution—with a focus on flexibility, customer focus, openness to partnerships, and technological innovation [10].

Thus, the strategic development of business education in the context of globalization should be based on modern management approaches that consider the impact of digital transformation, the internationalization of the educational space, and the need for a systematic response to global challenges.

In the current context of rapid digitalization and globalization, business education is undergoing significant transformations that contribute to its adaptation to new challenges and labor market needs.

Digitalization has become one of the most important factors in the transformation of business education, opening up new opportunities to increase the accessibility and effectiveness of learning. EdTech technologies – from online courses and virtual classrooms to artificial intelligence tools – help to personalize the learning process and integrate practical business cases. Platforms such as Coursera, edX, and LinkedIn Learning create conditions for large-scale knowledge dissemination on a global scale, which is especially relevant in the context of distance and hybrid education [11]. The use of artificial intelligence allows for adapting learning trajectories to meet student's individual needs, increasing the efficiency of knowledge acquisition.

The concept of lifelong learning meets the dynamic changes in the business environment and the requirements for continuously updating competencies. Microlearning, which involves developing small, thematically focused training modules, ensures effective and rapid acquisition of the necessary knowledge without interrupting professional activities [12; 13]. Hybrid formats that combine online and offline learning create a balance between flexibility and direct interaction, contributing to deeper learning and developing communication skills. Such formats meet the needs of modern professionals and encourage integrating new knowledge into practice.

Modern business education increasingly integrates ESG principles (environmental, social, and governance), reflecting the growing role of corporate social responsibility and sustainable development in management practices [14]. Accordingly, business education programs aim to develop new leadership competencies that include adaptability, emotional intelligence, creativity, and digital literacy – skills necessary for effective management in an environment of instability and rapid change. At the same time, the development of the creative economy requires business education to focus on innovation, interdisciplinarity, and stimulation of creative thinking, which are key factors of competitiveness in today's environment.

The world's leading business schools demonstrate various strategies to adapt to global trends.

Thus, INSEAD positions itself as a global business school focusing on multiculturalism, innovative digital solutions, and close cooperation with the corporate sector. The school is actively implementing flexible learning models, including online components, facilitating international student mobility [15].

IE Business School is known for its focus on innovation, entrepreneurship, and digital transformation. IE actively uses EdTech to provide microlearning and integrates ESG principles into its curricula, making it an example of successful digital and socially responsible business education [16].

The London Business School (LBS) develops hybrid learning formats that combine offline and online components and focus on training leaders who can act effectively in the face of change and uncertainty. Considerable attention is paid to sustainable development, the digital economy, and the development of flexible competencies [17].

Thus, leading schools successfully combine traditions with innovations, which allows them to maintain competitiveness and meet the requirements of the modern labor market.

In the current context of the transformation of the educational space, accompanied by the challenges of globalization and military aggression, business education in Ukraine faces several systemic barriers that significantly affect its strategic development.

First, one of the key destabilization factors is the full-scale war, which has led to the physical destruction of educational infrastructure, relocation of higher education institutions, reduced access to offline learning formats, and a general decrease in the security of the educational environment. According to research, these processes have worsened the conditions for the functioning of educational institutions and led to a partial loss of the quality of educational services, especially in business education [18].

Secondly, there is an imbalance between educational programs' content and the real needs of the modern labor market. Many business school graduates face difficulties in finding employment, which indicates insufficient adaptation of educational content to the requirements of the business environment and the innovative economy.

Structural problems also include an acute shortage of highly qualified teachers caused by general demographic dynamics and the emigration of academic staff [18]. Insufficient funding makes introducing modern educational technologies, double degree programs, case studies, and digital platforms difficult.

Special attention should be paid to the low level of internationalization of Ukrainian business schools. Limited participation in international rankings, lack of English-language programs, insufficient accreditations (AACSB, CEEMAN, EFMD, etc.), and poor student and faculty mobility hinder Ukraine's integration into the global educational environment and reduce competitiveness in the educational services market.

Thus, modern business education in Ukraine requires a systemic update, which should include updating the content of educational programs to reflect digital transformation, developing internationalization strategies, strengthening partnerships with businesses, and expanding universities' educational autonomy and institutional capacity.

In the context of transformations in the global education space, digital transformation is a tool for technical modernization and one of the key strategic directions for developing the business education system. For Ukrainian higher education institutions, digitalization is becoming a response to the challenges of the global competitive environment and internal constraints related to the war, lack of resources, and low mobility.

Digital transformation covers several key strategic areas:

modernization of digital infrastructure (deployment of modern educational platforms, implementation of LMS, CRM systems, educational data analytics tools);

development of digital competencies of teachers and students, including preparation for the use of digital simulations, adaptive content, and gamified platforms;

updating the content of educational programs through the integration of disciplines related to the digital economy, business intelligence, AI, and innovation management;

expanding cooperation with technology companies, EdTech platforms, and businesses to implement practice-oriented learning and digital cases;

strengthening the internationalization of educational services through digital mobility formats, double degree programs, and joint online courses with European partners.

Successful digitalization requires fragmented changes and strategic transformation management, which should be reflected in higher education institutions' long-term development plans, KPI matrices of digital progress, and institutional

roadmaps. A comparative analysis shows that leading foreign business schools (INSEAD, IE Business School, Harvard Business School) are incorporating digital transformation into their corporate strategies.

Table 1 shows the results of the comparative analysis of digital transformation of leading foreign and Ukrainian business schools.

**Table 1. Strategic priorities of digital transformation: a comparative analysis of international and Ukrainian practice**

Strategic priority	International practice	Ukrainian context	Ways for improvement	Ukrainian examples
Institutional strategy of digital development	Implementation of a digital strategy at the university level; availability of a CDO (Chief Digital Transformation Officer), digital departments; strategic KPIs for digitalisation.	There are often no separate digital strategies; digitalisation is implemented at the level of individual projects or enthusiasts.	Development and implementation of digital strategies in higher education institutions; creation of specialised units; integration of digital KPIs into the overall management system.	Kyiv School of Economics (KSE) – implementation of a digital strategy for managing educational processes.
Educational products and content	Own online platforms (e.g. HarvardX, INSEAD Online); gamified simulations; individual learning paths.	Mostly external platforms (Google Classroom, Moodle); limited range of online courses.	Creation of internal courses and platforms; development of micro-qualification and adaptive learning programmes.	Lviv Business School of UCU (LvBS) – short executive programmes, blended learning.
Digital competences of teachers and students	Systematic training in digital skills; mandatory training for teachers; certification of EdTech competencies.	Fragmented initiatives; lack of a systematic approach to digital professional development.	Institutional programmes on digital literacy; mandatory courses for staff; certification of knowledge.	Kyiv National Economic University (KNEU), National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (KPI) – internal courses for teachers on EdTech.
Learning Analytics	Active use of AI analytics, student achievement dashboards, and prediction of dropout risks.	Very limited use; no dashboards; data is not systematically analysed.	Implementation of systems for collecting and analysing educational data (BI, LMS analytics); training of staff in data interpretation.	National University of Kyiv-Mohyla Academy (NaUKMA) – piloting tools for analysing educational trajectories.
Cooperation with the EdTech sector	Incubators, accelerators, EdTech labs; partnerships with Coursera, edX, Udacity.	Few examples of cooperation; lack of a strategic approach to interaction with technology start-ups.	Expanding partnerships with EdTech companies; piloting innovations in the educational process.	Kyiv School of Economics (KSE), Lviv Business School of UCU (LvBS) – cooperation with Prometheus, Google, SoftServe Academy.
International integration	Double degrees, joint online courses with partners from different countries; transnational online programmes.	Limited participation in similar projects; low level of international visibility.	Increased participation in consortia; scaling up virtual mobility; English-language online programmes.	Simon Kuznets Kharkiv National University of Economics (S. Kuznets KhNUE) – programmes with Austria, Poland; virtual mobility.
Investing in digital infrastructure	Sustainable digital development budgets; capital investment in platforms, cybersecurity, and support for innovation.	Limited government funding; dependence on grants and international technical assistance.	Inclusion of digitalisation in state policy priorities; search for partners for joint investments.	National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" (KPI) – cloud solutions, development of the technology park; Kyiv School of Economics (KSE) – investments in its own platform.

*Source: Compiled by the authors based on the analysis of sources [3; 6; 10; 15; 16; 1717; 19; 20]*

Thus, the analysis of the strategic priorities of digital transformation in international and Ukrainian practice shows the need for a comprehensive update of the business education system in Ukraine, considering the challenges of globalization and the digital revolution. The introduction of advanced technologies and the adaptation of educational models to new realities are key factors in ensuring the competitiveness of future professionals.

Given the current trends and needs of the labor market, it is proposed to identify the following main areas for improving business education in Ukraine: 1. Integration of digital technologies and innovations into the educational process. The introduction of innovative digital platforms and tools for distance and blended learning will improve the quality of educational services, promote the formation of practical competencies, and promptly respond to changes in the business environment. 2. Modernisation of pedagogical approaches and professional development of teachers. The transition to active, problem-based learning methods, including case studies, team projects, simulations, and regular updating of teaching staff's professional competencies will ensure that educational programs meet modern requirements. 3. Expanding international cooperation and interdisciplinary approach. Deepening partnerships with the world's leading educational institutions and integrating knowledge from related fields will help train specialists with various professional skills relevant to the digital economy. 4. Developing soft skills and supporting innovative entrepreneurship. Focusing on communication, leadership, and creative competencies, combined with promoting entrepreneurial initiatives, will create the conditions for successful operations in the global business environment.

Implementing these areas will help modernize business education and enhance its role in forming competitive human capital capable of operating effectively in a digital and globalized environment.

### Conclusions and prospects for further research

The study found that developing business education in Ukraine in the context of globalization requires strategic rethinking, integrating innovative approaches, and active implementation of digital solutions. Digital transformation is viewed not only as a technological tool but also as a key driver of change that forms a new model for managing educational processes, learning content, interaction with stakeholders, and positioning of educational institutions in the global environment.

An international experience analysis has helped identify strategic priorities, including institutionalizing the digital strategy, developing EdTech partnerships, introducing learning analytics, updating program content in line with the challenges of the digital economy, and strengthening international integration. A comparison with Ukrainian practice has revealed both positive developments in individual universities and systemic limitations, such as fragmentation of digitalization, lack of resources, and poor coordination of transformation initiatives. Practical areas of improvement are proposed, including developing digital development strategies at educational institutions' level, improving teachers' digital literacy, intensifying cooperation with businesses, updating educational content, developing digital education infrastructure, scaling up international partnerships, and double degree programs.

Prospects for further research include a deeper analysis of the digital transformation models of individual Ukrainian business schools, the development of indicators for assessing the digital maturity of educational institutions, and the study of the impact of digital strategies on the competitiveness of graduates in the global labor market.

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