



**BUSINESS ANALYTICS  
SKILLS FOR THE FUTURE-  
PROOF SUPPLY CHAINS**

# **WORKSHOP OSIJEK – C3**



# Overview of the Osijek Workshop

## (June 1–6, 2025)

The testing workshop in Osijek, organized as part of the BAS4SC – Business Analytics Skills for Future-proof Supply Chains project, was a comprehensive multi-day program combining theoretical instruction with practical exercises from *Statistical Methods for Logistics Data Analysis* (C3). The structure allowed participants to immerse themselves in the content, progressively deepen analytical skills, and actively test the project tools.

### Day 1 – Participant Arrival and Registration

Participants arrived throughout the day, ensuring convenient logistics and smooth integration into the program. Registration the following morning proceeded efficiently and offered the first opportunity for informal networking among participants.



Fig. 1 Project Partner Meeting



## Day 2 – Official Opening and Introduction

The formal start of the workshop included opening remarks by representatives from EFOS, the BAS4SC project leader, and the testing coordinator. Students were introduced to the agenda, the structure of the testing materials, and the tools used to verify learning objectives. An orientation session facilitated integration and teamwork, and the day concluded with a discussion of the upcoming program and a Q&A session.



Fig. 2 Case study

## Day 3 – Lectures and Workshops on Chapters 1–4

The morning featured presentations on Chapters 1–4 of *Statistical Methods for Logistics Data Analysis* (C3), followed by discussions on potential improvements and clarifications. Afternoon workshops allowed participants to practice problem-solving techniques and apply analytical tools in supply chain contexts. The day concluded with a summary of the material covered.



Fig. 3 Lecture

## Day 4 – Lectures and Workshops on Chapters 5–8

Morning lectures covered Chapters 5–8, followed by afternoon workshops where students applied analytical methods and verified their understanding in practical exercises. The day ended with a summary and continuation of the evaluation process.



Fig. 4 During the break



## Day 5 – Advanced Content, Decision-Making Game, and Case Studies

Participants reviewed Chapters 9–10 in the morning and then engaged in a decision-making game, simulating real-world business scenarios requiring data analysis. Afternoon sessions focused on two extensive case studies, where participants solved practical business problems and discussed their findings. The day concluded with a comprehensive summary and finalization of evaluation tools. In the evening, a student competition based on C3 content was held.



Fig. 5 A group photo of the BAS4SC workshop participants

## Day 6 – Summary, Discussions, and Future Plans

The final day was devoted to reflecting on the workshop's successes and identifying areas for refinement. Consortium members and students collaboratively discussed



improvements and next steps, concluding with a summary of the event and setting dates for the Final Conference and Competition in Poznan.



Fig. 6 A group photo of the BAS4SC workshop participants

## **Question: How do you evaluate the organization of the piloting & testing activity in general?**

Of the 21 responses, 85.7% of students rated this criterion as 5, 9.5% as 4, and 4.8% as 3. The average rating was 4.81, representing 96.2% of the maximum possible score.

### **Interpretation:**

This high average rating indicates that the pilot and testing process was very well organized. The vast majority of participants were fully satisfied with the activities, confirming their consistency, timeliness, and professional preparation. A single lower rating may point to minor aspects needing improvement, but it does not significantly affect the overall positive perception of the activity.

### **Comment:**

The results confirm the high organizational quality of the project. It is recommended to continue the logistical and communication practices that ensured the smooth running of the



activities. Additionally, reviewing the potential source of the lower rating could help optimize the process further and better address the needs of all participants.

## **Question: How do you evaluate the way the classes were conducted?**

Of the 21 responses, 71.4% of students rated this criterion a 5, and 28.6% a 4. No lower ratings were recorded. The average rating was 4.71, representing 94.2% of the maximum possible score.

### **Interpretation:**

The high ratings indicate that the course delivery was very well received by participants. Students appreciated the clarity of explanations, the instructors' preparation, and the structured organization of the teaching content. The absence of lower ratings highlights the coherent, well-planned, and engaging nature of the course, which met the expectations of all participants.

### **Comment:**

The classes were conducted professionally and effectively, resulting in a high level of student satisfaction. It is recommended to maintain the current teaching approach, including clear explanations, practical examples, and interactive work methods, to continue achieving excellent results.

## **Question: How do you evaluate the organization of the trip?**

Of the 21 responses, 76.2% of students rated the trip organization as 5, and 23.8% rated it as 4. No lower ratings were recorded. The average rating was 4.76, representing 95.2% of the maximum possible score.

### **Interpretation:**

The very high scores indicate that the trip organization was exceptionally successful. Students appreciated the smooth execution of the schedule and the well-managed logistics, which contributed to a sense of comfort and security throughout the trip. The absence of lower ratings confirms that all key organizational elements were implemented to a high standard.



**Comment:**

The trip organization met participants' expectations and was highly valued. It is recommended to maintain the current arrangements, particularly focusing on clear communication, scheduling, and transportation logistics, to ensure continued satisfaction in future events.

**Question: How do you evaluate the organization of  
accommodation?**

Of the 21 responses, 85.7% of students rated the accommodation organization as 5, and 14.3% rated it as 4. No lower ratings were recorded. The average rating was 4.86, representing 97.2% of the maximum possible score.

**Interpretation:**

The very high ratings indicate that the accommodation was organized almost perfectly. Students appreciated the comfort, convenient location, and suitable living conditions, all of which positively influenced their overall experience during the workshops. The absence of ratings below 4 confirms the consistency and high quality of the services provided.

**Comment:**

The accommodation fully met participants' expectations and was considered one of the strong organizational aspects of the project. It is recommended to maintain the current standards. Additionally, collecting student preferences regarding amenities could help further tailor accommodations to participants' needs in future events.

**Question: How do you evaluate the place where the piloting &  
testing activity was organized?**

Of the 21 responses, 90.5% of students rated the pilot and testing venue as 5, and 9.5% rated it as 4. No lower ratings were recorded. The average rating was 4.90, representing 98% of the maximum possible score.

**Interpretation:**

The high score indicates that the workshop location was exceptionally well-received. Students appreciated the infrastructure and the overall atmosphere, which provided a



conducive environment for learning, group work, and practical exercises. Even the single rating below 5 remains very positive, reflecting the overall cohesiveness and quality of the experience.

**Comment:**

The workshop venue was a key strength of the activity. Comfortable working conditions, access to technical support, and a friendly atmosphere contributed significantly to participant satisfaction. It is recommended to continue ensuring high-quality infrastructure to support effective teaching and hands-on activities in future workshops.

**Question: Will you recommend activity to your colleagues?**

Of the 21 responses, 95.2% of students rated this criterion as 5, and 4.8% rated it as 4. No lower ratings were recorded. The average rating was 4.95, representing 99% of the maximum possible score.

**Interpretation:**

This exceptionally high score indicates that participants were highly satisfied with their experience in the workshops. Their willingness to recommend the activities to others reflects the workshops' strong educational value, excellent organization, and positive social and substantive impact. Students not only appreciated the quality of the workshops but also considered them valuable and worthy of recommendation within the academic community.

**Comment:**

The high recommendation rate confirms the workshops' organizational and didactic success. It is advisable to maintain the current implementation model while continuing to ensure high substantive and organizational quality. Collecting more detailed feedback could help identify the most appreciated aspects and further enhance them in future editions.

**General comments**

Based on the very high ratings received across all categories, it can be concluded that the C3 workshop was exceptionally well-received by students. Participants rated the organization of the classes, the quality of instruction, as well as the accommodation and venue for the activity, at nearly the highest possible levels. This consistency in ratings indicates that



the workshop was well-planned, professionally conducted, and effectively met students' needs in terms of both content and logistics.

The absence of individual critical comments does not alter this overall assessment. The quantitative results suggest comprehensive participant satisfaction and confirm that the workshop fully met students' expectations. The strong willingness to recommend the activity to peers, combined with the consistent 4 and 5 ratings, further demonstrates the high quality of the project. Overall, it can be concluded that the C3 workshop was organized to a very high standard and provided participants with a valuable educational experience.



## Conclusions

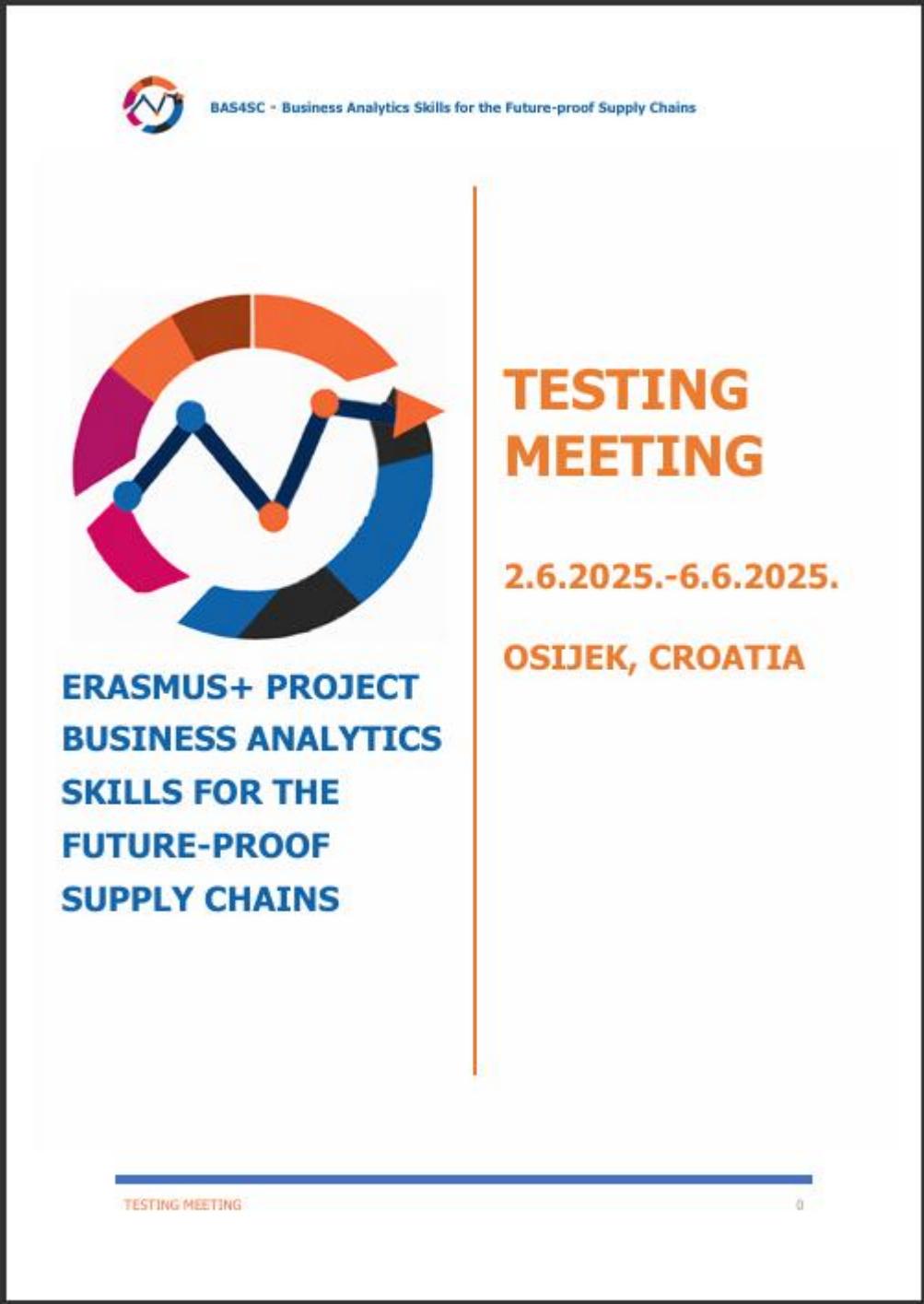
Based on the evaluations and overall summary, it can be clearly stated that the workshop piloting and testing the *Statistical Methods for Logistics Data Analysis* (C3) course in Osijek was organized to a very high standard and fully met participants' expectations. All key aspects – organization of activities, quality of instruction, travel arrangements, accommodation, and the suitability of the venue – received very high marks. The particularly strong willingness of students to recommend the workshop to others (average score of 4.95) confirms that the experience was not only valuable in terms of content but also positively assessed in practical and organizational terms.

The absence of descriptive comments does not diminish this overall assessment, as the quantitative results clearly indicate complete participant satisfaction. The workshop was perceived as professionally prepared, well-organized, and effective in supporting the development of competencies in logistics data analysis.

The C3 workshop proved to be a valuable and effective component of the educational process, reinforcing both students' theoretical knowledge and practical skills. The high ratings underscore the importance of continuing such activities while maintaining the current high organizational and didactic standards.



## Appendix 1



The poster features the project logo at the top left, followed by the text 'BAS4SC – Business Analytics Skills for the Future-proof Supply Chains'. The central graphic is a large version of the project logo. Below it, the text reads: 'ERASMUS+ PROJECT BUSINESS ANALYTICS SKILLS FOR THE FUTURE-PROOF SUPPLY CHAINS'. To the right, a vertical orange line separates the text 'TESTING MEETING' and the dates '2.6.2025.-6.6.2025.' from the location 'OSIJEK, CROATIA'. At the bottom, a blue horizontal bar contains the text 'TESTING MEETING' and the number '0'.

**TESTING MEETING**

2.6.2025.-6.6.2025.

OSIJEK, CROATIA

TESTING MEETING 0



## AGENDA OF THE TESTING MEETING

Date	Hours	Activity	Room
<b>1.6.2025</b> <b>Sunday</b>	00:00-24:00	Participants arriving in Osijek (Croatia)	
<b>2.6.2025</b> <b>Monday</b>	8:00-11:00	Welcome and registration of participants	
	11:00-13:00	Opening of testing event at Faculty of Economics and Business in Osijek Welcome speech by the representatives of EFOS Welcome speech by the Project Leader of BAS4SC Project Consortium Welcome speech by the Project coordinator for testing event at EFOS	
	13:00 -13:15	Coffee Break	
	13:15-14:45	Presentation of testing event Agenda Presentation of participating consortium members in testing Presentation and definition of meeting goals and tools for verifying goals	
	14:45-15:45	Lunch break	
	15:45-17:15	Introduction of meeting participants (students) Social networking between participants	
	17:15-19:00	Short discussion on follow-up days and additional questions	
<b>3.6.2025</b> <b>Tuesday</b>	8:00-9:30	Lectures from C3 Book (Chapter 1-2) Presentation of Chapters 1 & 2 from the C3 Book Short discussion on potential improvements and additional questions	
	9:30-9:45	Coffee break	
	9:45-11:15	Lectures from C3 Book (Chapter 3-4) Presentation of Chapters 3 & 4 from the C3 Book Short discussion on potential improvements and additional questions	
	11:15-12:15	Lunch break	



	12:15-13:45	Workshops on C3 Book (Chapter 1-2) Presentation and work with students on workshop from the C3 Book Presentation of the method of solving tasks and using analytical tools	
	13:45-14:00	Coffee break	
	14:00-15:30	Workshops on C3 Book (Chapter 3-4) Presentation and work with students on workshop from the C3 Book Presentation of the method of solving tasks and using analytical tools	
	15:30-16:00	Summary of the testing materials from the C3 Book (Chapter 1-4) Completing the evaluation tools	
<b>4.6.2025 Wednesday</b>	8:00-9:30	Lectures on C3 Book (Chapter 5-6) Presentation of Chapters 5 & 6 from the C3 Book Short discussion on potential improvements and additional questions	
	9:30-9:45	Coffee break	
	9:45-11:15	Lectures on C3 Book (Chapter 7-8) Presentation of Chapters 7 & 8 from the C3 Book Short discussion on potential improvements and additional questions	
	11:15-12:15	Lunch break	
	12:15-13:45	Workshops on C3 Book (Chapter 5-6) Presentation and work with students on the workshop from the C3 Book Presentation of the method of solving tasks and using analytical tools	
	13:45-14:00	Coffee break	
	14:00-15:30	Workshops on C3 Book (Chapter 7-8) Presentation and work with students on the workshop from the C3 Book	
	15:30-16:00	Summary of the testing materials from C3 Book (Chapter 5-8) Completing the evaluation tools	
	8:00-9:30	Lectures on C3 Book (Chapter 9-10) Presentation of Chapters 9 & 10 from the C3 Book Short discussion on potential improvements and additional questions	
	9:30-9:45	Coffee break	
<b>5.6.2025 Thursday</b>	9:45-11:15	Workshop with decision game Presentation and work with students on workshop with decision game Presentation of the method of solving tasks and using analytical tools	
	11:15-12:15	Lunch break	
	12:15-13:45	Case study presentation from the C3 Book Case study solving with students and result discussion	



	13:45-14:00	Coffee break	
	14:00-15:30	Case study presentation from the C3 Book Case study solving with students and result discussion	
	15:30-16:00	Summary of the testing materials from the C3 Book (Chapter 9-10) Summary of case study solving and testing Completing the evaluation tools	
<b>6.6.2025 Friday</b>	8:00-10:00	Student competition based on C3 Book materials Result announcement	
	10:00-11:30	Discussion on the success of the training with students and potential improvements and evaluation Discussion on the success of the training between consortium members	
	11:30-11:45	Coffee break	
	11:45-14:00	Meeting Summary Determination of Dates for the Final Conference in Poznan	

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