



**NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL
SCIENCES OF UKRAINE
FACULTY OF AGRICULTURAL MANAGEMENT**

Marketing and International Trade
Department

**"CONFIRMED"**
Dean of Faculty of Agricultural Management
Anatoli OSTAPCHUK
"_____ 2023"

"APPROVED"
at the meeting of the Marketing and
International Trade Department
Protocol # 13 dated 22 May 2023
t.a. of a Head of Marketing and
International Trade Department


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PROGRAM OF THE COURSE

"Marketing policy of distribution"

for undergraduate students training

specialization 075 Marketing
educational program "Marketing"
Faculty of Agricultural Management
Developer: Associate Professor, Ph.D. **Bogdana VYSHNIVSKA**

KYIV-2023

Description of the course
“Marketing policy of distribution”

Branch of knowledge, direction of training, specialty, educational degree	
Educational degree	Bachelor
Specialty	075 „Marketing”
Characteristics of the curriculum	
Type	Obligatory
The total number of hours	120
Number of ECTS credits allocated	4
Number of content modules	2
Term paper	
Form of control	Exams
Indicators of academic discipline for full-time forms of training course	
Year	3
Semester	5
Lectures, hours	15
Practical classes, hours	30
Self-work, hours	75
Numbers of weekly in-class academic hours for full-time forms of training	3

2. Purpose, tasks and competencies of the course

The purpose of the course – is the formation of a system of scientific and theoretical knowledge about research methods, the creation and functioning of distribution channels, the forms and methods of work of intermediaries in distribution channels, methodological and methodical issues of choosing and conducting distribution in conditions of competition.

The tasks of the course:

- study of the theory of marketing policy of distribution;
- familiarization with relevant theoretical concepts, categories of marketing product policy of companies, modern trends;
- acquisition of skills and determination skills competitiveness and place of the product on the market;
- increasing the efficiency of management of planning and development of the product, packaging, trademark;
- skills of improving the marketing policy of distribution at enterprises, etc.

Competence acquisition:

integral competence (IC): The ability to solve complex specialized tasks and practical problems in the field of marketing activities or in the learning process, which involves the application of relevant theories and methods and is characterized by the complexity and uncertainty of conditions.

general competences (GC):

GC 4. Ability to learn and master modern knowledge

GC5. Determination and perseverance in relation to the tasks tasks and assumed responsibilities.

GC6. Knowledge and understanding of the subject area and understanding professional activity

GC13. Ability to work in an international context.

GC14. The ability to act socially responsibly and consciously.

program learning outcomes (PLO):

PLO 5. Identify and analyze key characteristics marketing systems of different levels, as well as features behavior of their subjects

PLO 9. Assess the risks of marketing activities, set the level of uncertainty marketing environment when adopting managerial ones solutions

3. Structure of the course

Topics	Hours				
	total	including			
		lectures	semin	lab	indiv
Content module 1. The essence and main types of distribution					
Topic 1. The essence and meaning of the marketing policy of distribution	17	2	5		10
Topic 2. Merchandise movement and mechanisms of using distribution channels	17	2	5		10
Topic 3. Management of goods movement	17	2	5		10
<i>Total for module 1</i>	<i>51</i>	<i>6</i>	<i>15</i>		<i>30</i>
Content module 2. Distribution management at the enterprise					
Topic 4. Wholesale trade in distribution channels	15	2	3		10
Topic 5. Retail trade in distribution channels	15	2	3		10
Topic 6. Choice of marketing policy and distribution channels	16	2	4		10

Topic 7. Choosing the optimal distribution channel	23	3	5			15
<i>Total for module2</i>	<i>69</i>	<i>9</i>	<i>15</i>			<i>45</i>
<i>Total for the course</i>	<i>120</i>	<i>15</i>	<i>30</i>			<i>75</i>

4. Topics of practical classes

#	Topic	Hours
1	The essence and meaning of the marketing policy of distribution	5
2	Merchandise movement and mechanisms of using distribution channels	5
3	Management of goods movement	5
4	Wholesale trade in distribution channels	3
5	Retail trade in distribution channels	3
6	Choice of marketing policy and distribution channels	4
7	Choosing the optimal distribution channel	5
Total		30

5. Topics of self-works

#	Topics	Hours
1	Marketing distribution policy: purpose and main tasks.	10
2	Marketing tools through which the marketing policy of distribution is implemented.	10
3	Strategic and tactical tasks of marketing distribution policy.	10
4	Analysis and selection of distribution channels.	10
5	Ensuring the stability of distribution channels.	10
6	Alternative marketing strategies for controlling distribution channels.	10
7	Creation of a competitive environment in the wholesale trade of Ukraine.	15
Total		75

6. Samples of control questions, tests to determine the level of knowledge acquisition by students

1. Marketing distribution policy: purpose and main tasks.
2. Marketing tools through which the marketing policy of distribution is implemented.
3. Strategic and tactical tasks of marketing distribution policy.
4. Analysis and selection of distribution channels.
5. Ensuring the stability of distribution channels.
6. Alternative marketing strategies for controlling distribution channels.
7. Creation of a competitive environment in the wholesale trade of Ukraine.
8. Reforming the structural and territorial organization of retail trade in Ukraine.
9. Selection of store types and their location.
10. Organizational structures, their characteristics and role in distribution.
11. The influence of the business environment on the formation of the distribution policy.
12. Peculiarities of marketing activity in wholesale trade.
13. Marketing strategies of the reformer type, which are necessary for effective wholesale trade.
14. Direction of marketing in retail trade.
15. Peculiarities of the approach to determining the optimal marketing strategy for the distribution of the enterprise.
16. Experience in developing and implementing a distribution marketing strategy in leading retail companies.
17. The concept of the trade zone and its business strategy.
18. Methods of assessing the consumer potential of the shopping area.
19. Study of the volume of human flow.
20. Conditions for ensuring effective distribution due to the development of forms and methods of wholesale sales.
21. Organization of external sales as an important condition for attracting distribution partners.
22. Distribution of areas of responsibility and control of the activities of sales agents (commercial representatives).
23. Selection of effective forms of retail sale of goods.
24. Optimal methods of organizing the trade and technological process of selling goods during self-service.
25. The effect of retail sales of goods on improving the culture of trade.
26. Sales promotion mechanisms.

27. Control and assessment of stimulation results.
28. Controlling the distribution policy as a component of marketing controlling.
29. Strategic controlling of marketing distribution policy.
30. Operational controlling-distribution.

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ			
ОС «Бакалавр» спеціальність 075 «Маркетинг»	Кафедра маркетингу та міжнародної торгівлі 2023-2024 навч. рік	ЕКЗАМЕНАЦІЙНИЙ БІЛЕТ № 1 з дисципліни “Marketing policy of distribution”	Затверджую Зав. кафедри _____ (підпис) _____(ПІБ) _____ 20__ р.

1. Distribution of areas of responsibility and control of the activities of sales agents (commercial representatives).
2. Strategic and tactical tasks of marketing distribution policy.
3. Test tasks:

1. What factors belong to the microenvironment of the enterprise:

1	price strategy of the enterprise;
2	bank interest on household deposits;
3	increase in the specific weight of the elderly in the general structure of the population;
4	mentality of the population.

2. Insert the missing word into the sentence. Determining the bottlenecks of the marketing management mechanism, developing corrective effects to increase the effectiveness of marketing management is called

(write the answer in the answer sheet)

3. Continue the sentence: Distribution policy is...

(in the answer sheet, write the concept that reflects this definition)

4. The market is considered unpromising if its saturation is:

1	more than 50%;
2	90-95%;
3	45-55%;
4	85-90%.

5. The results of the SWOT analysis are summarized in the form of ...:

1	tables;
2	diagrams;

3	matrices;
4	graphics

6. Marketing functions include the following:

1	comprehensive study of the market and consumers;
2	development of an effective marketing balance;
3	planning of sales and realization of products;
4	analysis and planning of marketing and sales activities of the enterprise.

7. Primary information is obtained in marketing:

1	from previously received data that was collected for another purpose;
2	for the first time for a specific purpose;
3	is obtained for the first time, but based on previously obtained data;
4	from previously received data, but taking into account the purpose of the enterprise.

8. A new start-up recently finished prototyping their virtual reality glasses, and they are now available at select retailers across the country. What stage of the product life cycle are these glasses in?

1	growth
2	introduction
3	launch
4	commercialization

9. The main elements of the marketing complex include:

1	product properties, prices, sales channels, advertising;
2	packaging, markups, warehouse stocks, sales promotion;
3	service, markups, trade forms, personal selling
4	answers 1-3 complement each other.

10. What marketing concept is based on the fact that the company must satisfy the needs of consumers while simultaneously improving the standard of living of the entire society:

1	the concept of relationship marketing;
2	traditional marketing concept;
3	the concept of social and ethical marketing;
4	sales concept.

7. Teaching methods

Conducting lectures and practical classes, slide presentations (in the Power Point program) on each topic, handouts, discussion of problematic issues. In practical

classes, situational tasks and business cases are solved.

Teaching methods are methods of joint activity and communication between the teacher and students of higher education, which ensure the development of positive motivation for learning, mastering the system of professional knowledge, abilities and skills, the formation of a scientific worldview, the development of cognitive powers, the culture of mental work of future specialists.

The following teaching methods are used during the educational process:

Depending on the source of knowledge: verbal (explanation, conversation, discussion, dialogue); visual (demonstration, illustration); practical (solving problems, business games).

According to the nature of cognitive activity: explanatory and visual problem presentation; partly search and research methods.

By place in educational activity:

- methods of organization and implementation of educational activities, combining verbal, visual and practical methods; reproductive and problem-searching; methods of educational work under the guidance of a teacher and methods of independent work of students of higher education;

- methods of stimulating and motivating educational work, including cognitive games, educational discussions, role-playing situations;

- methods of control and self-control of educational activities: methods of oral and written control; individual and frontal, thematic and systematic control.

In the process of teaching an academic discipline, the following educational technologies are used to activate the educational and cognitive activity of students of higher education:

- working in small groups makes it possible to structure practical-seminar classes in terms of form and content, creates opportunities for the participation of each student of higher education in work on the topic of the class, ensures the formation of personal qualities and experience of social communication;

- seminars-discussions provide for the exchange of thoughts and views of the participants on a given topic, and also develop thinking, help form views and beliefs, the ability to formulate opinions and express them, teach to evaluate other people's proposals, to critically approach one's own views;

- brainstorming – a method of solving urgent tasks, the essence of which is to express as many ideas as possible in a limited period of time, discuss and carry out their selection;

- case method – a method of analyzing specific situations, which makes it possible to bring the learning process closer to the real practical activity of specialists and involves consideration of production, management and other situations, complex conflict cases, problem situations, incidents in the process of learning educational material;

- presentations – speeches in front of the audience, used to present certain achievements, results of the group's work, a report on the performance of individual tasks, instruction, demonstration;

- didactic games – a method of imitation (imitation, reflection) of making managerial decisions in various situations according to rules that have already been developed or are formed by the participants themselves, is realized through the

independent solution of the given problem by students of higher education, provided that the necessary knowledge is insufficient, when there is a need to independently master new content or look for new connections in already learned material;

- banks of visual support contribute to the activation of creative perception of the content of the discipline with the help of visualization.

8. Criteria for assessing students' knowledge

The main forms of organization of education during the study of the course "Marketing policy of distribution" are lectures, seminar (practical) classes, consultations, independent work of students of higher education.

In accordance with the above-mentioned forms of training organization, the forms of control of learning the program are: self-monitoring, writing modular control papers, an essay, performing individual practical tasks and an exam for the period of studying the discipline. Control measures carried out at the university determine the compliance of the level of knowledge, skills and abilities acquired by students with the requirements of normative documents on higher education and ensure timely adjustment of the educational process. According to the "Regulations on examinations and assessments at the NULES of Ukraine" approved by the academic council of the NULES of Ukraine on April 23, 2023, protocol No. 10, the types of knowledge control of higher education students are current control, intermediate and final certification.

Current control is carried out during practical, laboratory and seminar classes and is aimed at checking the level of preparedness of students of higher education to perform specific work.

Intermediate attestation is conducted after studying the program material of each content module. The teaching material of the disciplines, which are taught during one semester - fall or spring, is divided by lecturers into two or three meaningful modules. Intermediate attestation should determine the level of knowledge of the students of higher education from the program material of the content module (rating assessment from the content module), obtained during all types of classes and independent work. Forms and methods of conducting intermediate certification, assimilation of the program material of the content module are developed by the lecturer of the discipline and approved by the relevant department in the form of testing, written control work, colloquium, the result of an experiment that can be evaluated numerically, calculation or calculation-graphic work, etc. The assimilation of the program material of the content module by the student of higher education is considered successful if the rating is not less than 60 points on a 100-point scale.

The level of knowledge of students of higher education acquired through non-formal education programs (Article 8, Clause 3 of the Law of Ukraine "On Education") must be confirmed by relevant documents (for example, learning English - certificates of level B1 and above; training in BAS courses (Business Automation Software) – ABU certificate (association of business automatizers); training at Cisco Network Academy courses - Cisco industry certificate; training at training courses for appraisers on expert monetary valuation of land plots - qualification certificate, etc.). The presence of supporting documents is the basis for the enrollment of a separate laboratory work,

the topic of a lecture or practical session, a content module or the entire educational material of the discipline, if the program of informal education corresponds to the work program of the discipline. The decision on the enrollment of knowledge acquired through non-formal education programs is made by the lecturer of the discipline together with the head of the department. Enrollment of all educational material of a discipline does not exempt a student of higher education from taking an exam in this course.

the rating of a student in the academic work R_{HP} in relation to the study of a particular discipline is determined by the formula:

$$0,7 \cdot (R_{3M}^{(1)} \cdot K_{3M}^{(1)})$$

$$R_{HP} = \frac{\dots}{R_{ШТР}} + R_{ДР}$$

$R_{3M}^{(1)}, \dots, R_{3M}^{(n)}$ – rating evaluations of content modules on a 100-point scale;

$K_{3M}^{(1)}, \dots, K_{3M}^{(n)}$ – the number of ECTS credits provided by the

working curriculum for the relevant content module;

$K_{ДИС} = K_{3M}^{(1)}$ – the number of ECTS credits provided by the working curriculum for the discipline in the current semester;

$R_{ДР}$ – rating on additional work;

$R_{ШТР}$ – penalty rating.

The above formula can be simplified if we take $K_{3M}^{(1)} = \dots = K_{3M}^{(n)}$. Then it will look like:

$$R_{HP} = (0,7 \cdot R_{3M}^{(1)}) + R_{ДР} - R_{ШТР}$$

The rating for additional work $R_{ДР}$ is added to R_{HP} and cannot exceed 20 points. It is determined by the lecturer and is provided to students by the decision of the department for the implementation of works that are not provided by the curriculum, but contribute to improving the level of knowledge of students in the discipline

Penalty rating $R_{ШТР}$ does not exceed 5 points and is deducted from R_{HP} . It is determined by the lecturer and is introduced by the decision of the department for students who have mastered the material of the content module late, did not follow the work schedule, missed classes and so on.

In accordance with this Regulation, the preparation and defense of the term project (paper) is assessed on a 100-point scale and then translated into assessments on a national scale and ECTS scale.

Assessment scale: national and ECTS

National assessment	Rating of the applicant of higher education, points
Excellent	90-100
Good	74-89

Satisfactorily	60-73
Unsatisfactorily	0-59

9. Methodical support

Elearn: <https://elearn.nubip.edu.ua/course/view.php?id=5324>

10.Suggested literature:

Basic:

1. Philip, Kotler. Principles of marketing. Pearson higher education, 2017.
2. Armstrong, Gary. Marketing: an introduction. Pearson Education, 2009.
3. Strydom, Johan, ed. Introduction to marketing. Juta and company Ltd, 2005.
4. Moore, Karl, and Niketh Pareek. Marketing: the basics. Routledge, 2009.
5. Weitz, Barton A., and Robin Wensley, eds. Handbook of marketing. Sage, 2002.

Additional literature:

6. Steven Haines. The Product Manager's Desk Reference. McGraw-Hill Education Ltd; 3. Editie. – 484 p.
7. Blythe, Jim. Principles and practice of marketing. Sage, 2013.
8. Armstrong, Gary, Philip Kotler, and Zhiyi He. "Marketing: an introduction." (2005).
9. Cowell, Donald W., The marketing of services and Communication Advertising.. London: Heinemann, 1984.
10. Kerin, Roger, Steven Hartley, and William Rudelius. Marketing. McGraw-Hill, 2014.
11. Kotler, Philip. Kotler on marketing. Simon and Schuster, 2012.
12. McCARTHY, E. Jerome, and William D. Perreault. Marketing. McGraw-Hill, 1997.
13. Silk, Alvin J. What is marketing?. Harvard Business Press, 2006.
14. Jobber, David, and Fiona Ellis-Chadwick. Principles and practice of marketing. No. 7th. McGraw-Hill Higher Education, 2012.
15. Drummond, Graeme, and John Ensor. Introduction to marketing concepts. Routledge, 2006.
16. Hartley, Robert F., and Cindy Claycomb. Marketing mistakes and successes. Wiley, 2013.
17. Stone, Marilyn. Fundamentals of marketing. Routledge, 2007.
18. McCarthy, Edmund Jerome, Stanley J. Shapiro, and William D. Perreault. Basic marketing. Ontario: Irwin-Dorsey, 1979.
19. Dennis, Charles, and Lisa Harris. Marketing the e-Business. Routledge, 2002.
20. Jobber, David, John Fahy, and Mark Kavanagh. "Foundations of marketing." (2006).

Information resources

1. Content Marketing Reference Library - <http://www.copyblogger.com/content-marketing-codex/>
2. Learn Marketing - <https://zana.io/categories/marketing/>
3. The Beginner's Guide to SEO - <https://moz.com/beginners-guide-to-seo>
4. Social Marketing Success Kit - <https://www.marketo.com/success-kits/social-marketing/>
5. Social Media Calendar - <http://engage.twenty20.com/social-media-calendar>
6. Distributing Content Marketing – The Complete Guide - <http://blog.oribi.io/distributing-content-marketing-the-complete-guide/>
7. Content Marketing Tools - <http://www.bloggingwizard.com/content-marketing-tools/>
8. Marketing Guides - <https://blog.kissmetrics.com/marketing-guides/>
9. www.education.gov.ua
10. uam.in.ua – Українська асоціація маркетингу