

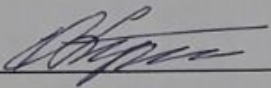
**NATIONAL UNIVERSITY OF LIFE AND ENVIRONMENTAL SCIENCES
OF UKRAINE
FACULTY OF AGRICULTURAL MANAGEMENT**

Marketing and International Trade Department

“CONFIRMED”
Dean of Faculty of Agricultural Management
Anatolii 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


Oleksandr LUTSII

“REVIEVED”
Program Coordinator
Violeta HERAIMOVYCH

PROGRAM OF THE COURSE

**“Marketing product policy with the basics of commodity
science”**

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 product policy with the basics of commodity science”

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	180
Number of ECTS credits allocated	6
Number of content modules	4
Term paper	+
Form of control	Exams
Indicators of academic discipline for full-time forms of training course	
Year	2,3
Semester	4,5
Lectures, hours	60
Practical classes, hours	75
Self-work, hours	60
Numbers of weekly in-class academic hours for full-time forms of training	4

2. Purpose, tasks and competencies of the course

The purpose of the course – formation of students' knowledge of the scientific and theoretical foundations of commodity science and consumer properties of products, which determine their consumer value and ability to satisfy consumer needs, achieve commercial and marketing goals of the enterprise.

The tasks of the course:

- to give theoretical knowledge of the basic characteristics that make up the consumer value of the product;
- teach future specialists the principles and methods of goods movement;
- to investigate the systematization of the number of goods through the rational application of classification and coding methods;
- to study the properties and indicators of the assortment in order to analyze and manage the assortment policy of the industrial and trade organization;
- study the nomenclature of consumer properties of product indicators;
- understand the method of assessing the quality level of goods;
- to give practical skills in assessing the quality of goods, including identifying quality gradations and defects in goods, their causes and measures to prevent spoilage of goods;
- familiarize with the meaning of different levels and types of control, examination of goods;
- to investigate the modern practice of ensuring the quality and quantity of goods at various stages of their technological cycle while accounting for the factors that shape and preserve the quality of goods;
- give practical recommendations on identifying types of commodity losses and measures to prevent them;
- study the information provision of goods movement from the producer to the consumer;
- know the modern classification of the range of food and non-food products.

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

GC9. Skills of using information and communication technologies.

GC13. Ability to work in an international context.

professional (special) competences (SC):

SC 13. Ability to plan and implement effectively marketing activity of a market entity in cross-functional section.

SC 14. Ability to suggest improvements regarding functions of marketing activity.

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

PLO 13. To be responsible for the results of one's activities, demonstrate entrepreneurial and managerial skills initiatives

PLO 14. Perform functional duties in a group, offer sound marketing solutions.

PLO 26. Prepare founding documents and register enterprise taking into account the characteristics of different organizational and legal forms of management in accordance with current legislation.

PLO 27. Demonstrate the ability to use modern methods of managing supply chains of goods and information

3. Structure of the course

Topics	Hours						
	weeks	total	including				
			lectures	semin	lab	indiv	self
1	2	3	4	5	6	7	8
Semester I							
Module 1 FOUNDATIONAL ELEMENTS FOR PRODUCT MANAGEMENT							
Theme 1. What Is Product Management?	1	7	2	3			2
Theme 2. The Product Master Plan	2	7	2	4			1
Theme 3. Leadership: Creating Influence	3	8	2	3			3
Theme 4. Cross-Functional Product Teams: Getting Things Done	4	8	3	4			1
Theme 5. Decision Making	5	7	2	4			1
Theme 6. Finance for the Product Manager: Keeping Score	6	8	4	4			0

<i>Total for module 1</i>	<i>45</i>	<i>15</i>	<i>22</i>			<i>8</i>
Module 2 MAKING THE MARKET YOUR PRIMARY FOCUS						
Theme 7. The Playing Field and the Players: Analyzing the Industry and Competition	7-8	11	4	6		1
Theme 8. Finding Markets to Conquer by Understanding Customer Needs and Market Segments	9-10	12	4	6		2
Theme 9. Preparing to Set Your Mileposts: Forecasting for the Product Manager	11-12	11	4	6		1
Theme 10. Strategic Product Planning: The Inflection Point	13-14	11	3	5		3
<i>Total for module2</i>	<i>45</i>	<i>15</i>	<i>23</i>			<i>7</i>
<i>Total for the Semester I</i>	<i>90</i>	<i>30</i>	<i>45</i>			<i>15</i>

Semester II							
Module 3 THE START OF THE PRODUCT'S JOURNEY AND THE NEW PRODUCT DEVELOPMENT PROCESS							
Theme 11. The Concept Phase	1	6	2	2			6
Theme 12. Assessing Feasibility	2	6	2	2			6
Theme 13. Defining the Product	3	7	2	2			3
Theme 14. The Business Case	4	7	3	3			1
Theme 15. The Marketing Plan for the Product	5	6	2	2			2
Theme 16. Execution and Oversight during Product Development	6	7	2	2			3
Theme 17. Introducing the Product and Orchestrating the Launch	7	6	2	2			2
<i>Total for module 3</i>		<i>45</i>	<i>15</i>	<i>15</i>			<i>15</i>
Module 4 CONTINUING THE JOURNEY: POST-LAUNCH PRODUCT MANAGEMENT							
Theme 18. Auditing Results after the Launch	7-8	11	4	4			3
Theme 19. Post-Launch Product Management: Running the Business	9-10	12	4	4			4
Theme 20. Life Cycle Product Portfolio Management	11-12	11	4	4			3
Theme 21. Discontinuing the Product	13-14	11	3	3			5
<i>Total for module 4</i>		<i>45</i>	<i>15</i>	<i>15</i>			<i>15</i>
<i>Total for the semester II</i>		<i>90</i>	<i>30</i>	<i>30</i>			<i>30</i>
Total for the course		180	60	75			45

Content module 1 Foundational elements for product management:

Theme 1. What Is Product Management?

Describes Product Management by breaking down the expression Product Management into its two basic components, namely products and management. The two pieces are then rejoined to provide you with a view of the value of Product Management in an organization. Furthermore, the theme 1 helps you understand the vital role played by the product manager in the organization.

Product Management is the “holistic business management of the product” from the time it is conceived as an idea to the time it is discontinued and withdrawn from the market.

The product manager plays a central role in Product Management. As the “mini-CEO” for the product, he or she leads a cross-functional team to achieve the product’s strategic intent.

Organizations can achieve greater levels of efficiency if everyone uses a common vocabulary when referring to practices, processes, and documents.

Theme 2. The Product Master Plan

Gives the wherewithal to create the official plan of record for the product. This “binder” serves as a repository for all product documentation, a communication vehicle, and a learning mechanism for all members of a cross-functional product team. The Product Master Plan keeps everyone on the same page.

Every product manager needs a unified “plan of record” for the product or product line for which they are responsible. A Product Master Plan is the centerpiece meta-document that houses all product documentation. The Product Master Plan is the perfect “tribal knowledge” document in organizations where people may come and go, but the product remains.

Theme 3. Leadership: Creating Influence

Provides with the context for understanding the human dimension of your job. Most product managers don’t have people from other business functions reporting to them. However, product managers are responsible for the success of their products. This theme explores the people side of Product Management, providing helpful ideas to create a collaborative working environment, so that all functional contributions can be successfully melded together, guided by the “vision” of the product manager in the creation and management of successful products.

Leadership is a critical skill as product managers learn and grow in their careers. For the product manager, leadership skills can be cultivated through a hunger for knowledge, ongoing learning, and the exponential effect of increasing business experience. Product leaders are able to transform ideas, facilitate debate, and process market signals into an actionable vision for a product.

Theme 4. Cross-Functional Product Teams: Getting Things Done

Picks up cues from the previous chapter, and melds it into the primary work structure used to plan and carry out the work of the product as a

business. First, it draws the distinction between a product team and a project team. Then, it provides you with the mechanics involved in clarifying roles and responsibilities so that the right team members get the work done. In the end, the cross-functional product team is the “board of directors” for the product and is accountable for optimizing the product’s performance in the market.

Product teams and project teams are both cross-functional, but differ greatly in purpose. A product team should run the business of the product like a board of directors. Product teams are accountable for the strategic, market, and financial success of the product. A product team leader is responsible for the success of the team and the success of the product.

Theme 5. Decision Making: What’s Next?

The theme “what’s next” appears many times throughout this book, because that’s exactly what product managers face every day. Across the product’s life cycle, the product manager will be faced with situations that arise day by day and hour by hour that require the assimilation of data, analytics, thought, and an action, namely, a decision. This chapter focuses on the product manager’s challenge in assessing these situations and making the best decision possible on behalf of the product, the product team, and the company.

The heart of good decision making is agility of thought plus the rapid assessment of opportunities and their consequences. For product managers, decision making is a nonstop series of pivotal inflection points across the life of a product. Effective product managers are adept at problem solving, which is at the heart of all decision making.

Theme 6. Finance for the Product Manager: Keeping Score

It is the last theme that rounds out the foundational areas upon which product managers must rely to plan and run their businesses. It includes the financial tools and methods used to plan and manage products, across the life cycle.

Product managers should have a solid understanding of the “numbers” in order to plan and manage products. Product managers who understand the mechanics of financial statement construction can readily evaluate the performance of their products, their own companies, their competitors, and even the industries in which they compete. Product managers work to cultivate successful products that provide a positive economic contribution to the company. The product life cycle curve is a graphical representation of the product’s stream of revenue and/or profits. It provides a powerful tool to

illustrate the product's overall progress and performance.

Content module 2. Making the market your primary focus

Theme 7. "The Playing Field and the Players: Analyzing the Industry and Competition"

Defines the "sellers," composed of the competitors and the industries in which they operate.

One of the key responsibilities for product managers is to establish and maintain competitive advantage for their products in the marketplace.

Good intelligence about their industry and the competition gives product managers and their teams the edge and expertise to strategize and act with purpose and clarity.

The more product managers know about their industry and the competition, the greater the credibility they have as product team leaders.

Theme 8. "Finding Markets to Conquer by Understanding Customer Needs and Market Segments"

Shows how to figure out who the "buyers" are and where they are. The importance of effective segmentation, which helps in defining products that customers really want to buy.

The more you know about the needs that motivate customers, the more you can learn how to attract them.

Understanding the benefits that customers value most can help you create the most potent product positioning.

Market segmentation models are highly transient and volatile because customers' needs continually evolve. Product managers need to keep up with those changes so they can more appropriately evolve their products with the necessary agility.

Theme 9. "Forecasting for the Product Manager."

Once the sellers and the buyers are identified, it'll help to figure out how many and when it is possible to sell.

Without accurate forecasts, a product's potential cannot be determined.

Forecasts link the research of the marketplace to the strategic possibilities for the product.

Forecasting is used by product managers to calculate market potential, depict sales, and meet demand.

Theme 10. “Strategic Product Planning: The Inflection Point.”

The “whats” and “whys” in figuring out what to sell, to which customers, and against which competitors. In order to do that, you will need to know how to formulate the strategy for the product and the related marketing mix elements.

All strategies for a product must answer three vital questions: How has the product performed thus far? What is its envisioned market position? What can be done to achieve that vision?

When product managers can depict their long-range vision for their products, they fortify their own positions as central business figures, and can more effectively bring together cross- functional teams.

Integrating the cross-functional product team into the strategy formulation process produces more effective, realistic strategies.

Content module 3. The start of the product’s journey: the new product development process

Theme 11. Assessing Feasibility.

New product concepts come from a variety of sources, including intensive market analysis, observation, and even structured ideation activities. There are always going to be more ideas than there are resources to commercialize them. Not all ideas will make good business sense. A structured process helps to narrow down the field, quickly and efficiently. The Concept phase is really a fast-paced business decision-making process. Without a solid strategic plan for the product, product concepts are difficult to put into perspective.

Theme 12. Assessing Feasibility

In the Feasibility phase, a cross-functional product team decides if there is a realistic business worthy of pursuit. Product managers must align the cross-functional team to make sure that the product can be developed, launched, and sustained in the market. Four key documents begin to come together and evolve during Feasibility: the Business Case, Product Marketing Plan, Product Requirements Document, and the Product Launch Plan. By the time the opportunity reaches the Feasibility phase review, most of the key “business” questions about the potential product should be well understood.

Theme 13. Defining the Product

A solid definition of the product from the customer’s perspective

improves the product's chances of achieving its market goals. The Definition phase is the most important linkage between the needs of customers with the designs and capabilities of products. The Definition phase serves not only to clarify the product's content, but it also covers the completion of all planning documentation, including the Business Case and the Product Launch Plan.

Theme 14. The Business Case

A Business Case is a standard method used to justify investments in new products, product enhancements, and major marketing programs. The Business Case is a dynamic document that evolves from the Concept phase, through Feasibility, and is baselined in the Definition phase. Its assumptions are continually reevaluated throughout the product's life. Business Cases are assembled as a collaborative effort of the cross-functional team. Its believability is tied directly to the realistic achievability of its intended outcomes. Within the context of the Business Case, the product manager takes on a role equivalent to an investment manager. Therefore, he or she must protect the invested capital of the company and must accordingly manage its exposure to risk.

Theme 15. The Marketing Plan for the Product

The Marketing Plan for the product is a Functional Support Plan (FSP) from the Marketing department supporting marketing investments for the product. One of the most visible areas of the Marketing Plan is the marketing mix, but the plan requires the integration of many other well-thoughtout elements to be complete, effective and actionable. Unlike other FSPs, the Marketing Plan may be subject to more scrutiny at higher levels within the organization, because marketing activities are the main ways that companies influence customer purchasing decisions.

Theme 16. Execution and Oversight During Product Development

Product managers are responsible for executing plans. During the Development phase, this means:

- Keeping all business functions focused on meeting their commitments.
- Facilitating and synchronizing the work of many functions across the organization.
- Surfacing risks in a timely manner.

Execution is born of a product manager's passion for the product and for the business, as the product comes to life. During development, unanticipated

events will force the team, led by the product manager, to adjust priorities. Product managers must know how to manage projects. The product manager makes sure the product fulfills the requirements and that it is produced on time, and with the desired level of quality.

Theme 17. Introducing the Product and Orchestrating the Launch

Product launch is one of the most visible and most important activities within the product's life cycle. The product launch is not a one-time event. It is a series of activities carried out over a period of time, culminating in a final announcement to the market. Successful launches work toward a competitively attractive market window. The launch is not a short-duration, high-intensity event that is concentrated near the end of product development; instead, it's a long-term activity that starts during product planning and gradually ramps up to a successful, on-time launch, based on full readiness of many disparate elements, systems, and organizations. Product teams should feel comfortable canceling a product launch at any time if it becomes apparent that the product's strategic goals will not be attained.

Content module 4. Continuing the journey: post-launch product management

Theme 18. Auditing Results After the Launch.

The Post-Launch audit, conducted by an impartial auditor, examines the effectiveness of launch activities and Launch Plans. The win-loss audit examines the reasons for winning or losing individual sales, in an effort to isolate and correct systemic problems. Both types of audits are only as good as the team's willingness to implement changes that mitigate the problems found during these audits.

Theme 19. Post-Launch Product Management: Running the Business

Product managers and their teams are responsible for optimizing the performance of existing products, consistent with the strategies of the organization. When products are active in the market, the cross-functional product team should be the "board of directors" for the product, analyzing the product's performance and making the most appropriate strategic and tactical business decisions for the product. Product teams cannot make optimal decisions for the business of the product if they do not know the product's "state" in its life, or where it is situated on the product life cycle curve. Misaligned interpretations of life cycle state will lead to suboptimal strategic

and tactical decisions.

Theme 20. Life Cycle Product Portfolio Management

The performance of all products within an organization’s portfolio is a major variable in the strategic planning process. All products represent investments by the firm and must be managed holistically to achieve optimal performance outcomes. A product portfolio review board should provide the ultimate oversight of the company’s product investments. Product portfolio management requires that decisions be made to ensure that the firm’s resources are optimally deployed.

Theme 21. Discontinuing the Product

Non-viable, non-critical products within the portfolio use vital resources that could be used for other product investments. Product disinvestment should seriously be considered for some products as an option during the life cycle product portfolio planning process. Product discontinuation may involve selling the product to another company or group of investors, or the sale of intellectual property, designs, or technologies as a means of recouping losses.

4. Topics of practical classes

#	Topic	Hours
1	Theme 1. What Is Product Management?	2
2	Theme 2. The Product Master Plan	2
3	Theme 3. Leadership: Creating Influence	2
4	Theme 4. Cross-Functional Product Teams: Getting Things Done	3
5	Theme 5. Decision Making	2
6	Theme 6. Finance for the Product Manager: Keeping Score	4
7	Theme 7. The Playing Field and the Players: Analyzing the Industry and Competition	4
8	Theme 8. Finding Markets to Conquer by Understanding Customer Needs and Market Segments	4
9	Theme 9. Preparing to Set Your Mileposts: Forecasting for the Product Manager	4
10	Theme 10. Strategic Product Planning: The Inflection Point	3
11	Theme 11. The Concept Phase	2

12	Theme 12. Assessing Feasibility	2
13	Theme 13. Defining the Product	2
14	Theme 14. The Business Case	3
15	Theme 15. The Marketing Plan for the Product	2
16	Theme 16. Execution and Oversight during Product Development	2
17	Theme 17. Introducing the Product and Orchestrating the Launch	2
18	Theme 18. Auditing Results after the Launch	4
19	Theme 19. Post-Launch Product Management: Running the Business	4
20	Theme 20. Life Cycle Product Portfolio Management	4
21	Theme 21. Discontinuing the Product	3

5. Topics of self-works

Nº	Topics	Hours
1	Strategic Product Planning: The Inflection Point	4
2	Understanding Consumer Behavior	4
3	The Playing Field and the Players: Analyzing the Industry and Competition	4
4	Product Policy	5
5	Product Line	5
6	New Product Development Systems	5
7	Marketing strategies for product	4
8	Finding Markets to Conquer by Understanding Customer Needs and Market Segments	4
9	The Playing Field and the Players: Analyzing the Industry and Competition	5
10	Marketing strategies for growth	5
Total		45

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

1. What Is a Product?
2. What are Product Lines?
3. What Is a Product Portfolios?

4. What are Solutions and Bundles?
5. What are Product Elements and Modules?
6. What Is Management?
7. What Does a Product Manager Really Do?
8. What Is Product Management?
9. How Does Product Management Transform a Product?
10. New Product Planning Phases
11. New Product Introduction Phases (Execution)
12. Post-Launch Product Management
13. Product Management: A Holistic Activity
14. What Is a Purpose of a Master Plan
15. The Format of the Product Master Plan
16. The Value of a Product Master Plan
17. An Insurance Policy for Consistent Communication
18. The Basic Construction of the Product Master Plan
19. Major Documents Included in the Product Master Plan
20. Decision-Making Techniques
21. The Common Denominator in Segmentation: Customer Needs
22. How Markets Are Segmented?
23. Market Segmentation and the Marketing Mix
24. Describing the Target Market
25. Planning and Carrying out Customer Visits
26. The Voice of the Customer
27. Using Personas as a Way to Capture Needs
28. Your Research Strategy
29. Dynamic Strategy for the Product Manager
30. The “Product as a Business” Strategic Planning Model

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 product policy with the basics of commodity science”»	Затверджую Зав. кафедри _____ (підпис) _____(ПІБ) _____20__ р.

1. What are Solutions and Bundles?
2. How Does Product Management Transform a Product?

3. Test tasks:

1. 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

2. 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.

3. 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.

4. 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.

5. 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)

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

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

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

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

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

1	tables;
2	diagrams;
3	matrices;
4	graphics

9. 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.

10. 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.

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" 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:

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

$R_{3M}^{(1)}, \dots, R_{3M}^{(n)}$ – 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

1. Опорний конспект лекцій з дисципліни «Marketing Product Policy with the Commodity Science» для студентів денної форми навчання спеціальності 075 «Маркетинг» англ. мовою / Вишнівська Б.В. – ЦП" КОМПРИНТ", 2022, 153 с.
http://dglb.nubip.edu.ua/bitstream/123456789/9653/1/Vyshnivska_Konspekt_lektsii.pdf
2. Marketing: Lecture notes and practices [Methodical recommendation] /

- Zbarska A.V. – К: Видавництво «Наукова столиця», 2020. –164 p.
3. Elearn: <https://elearn.nubip.edu.ua/course/view.php?id=4690>

10.Suggested literature:

Basic:

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7. Moore, Karl, and Niketh Pareek. Marketing: the basics. Routledge, 2009.
8. Weitz, Barton A., and Robin Wensley, eds. Handbook of marketing. Sage, 2002.

Additional literature:

9. Steven Haines. The Product Manager's Desk Reference. McGraw-Hill Education Ltd; 3. Editie. – 484 p.
10. Blythe, Jim. Principles and practice of marketing. Sage, 2013.
11. Armstrong, Gary, Philip Kotler, and Zhiyi He. "Marketing: an introduction." (2005).
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19. Hartley, Robert F., and Cindy Claycomb. Marketing mistakes and successes. Wiley, 2013.
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21. McCarthy, Edmund Jerome, Stanley J. Shapiro, and William D. Perreault. Basic marketing. Ontario: Irwin-Dorsey, 1979.
22. Dennis, Charles, and Lisa Harris. Marketing the e-Business. Routledge, 2002.
23. 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