

## 6.8 Module 8: Category Management

### 6.8.1 Headline information about the module

<b>Module title</b>	Category Management
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	9
<b>Module number/reference</b>	MPSCM -CM
<b>Parent programme(s) the plural arises if there are embedded programmes to be validated.</b>	MSc in Procurement and Supply Chain Management
<b>Stage of parent programme</b>	1
<b>Semester (semester1/semester2 if applicable)</b>	2
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	10
<b>List the teaching and learning modes</b>	Full time, part time
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Learners must hold an honours degree of at least a H22 standard in business, management or related field or equivalent qualification from an approved tertiary or professional institution.
<b>Pre-requisite module titles</b>	Not applicable
<b>Co-requisite module titles</b>	Not applicable
<b>Is this a capstone module? (Yes or No)</b>	No
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)</b>	Lecturing staff should hold a masters Level (Level 9) qualification, preferably with a third level teaching qualification (e.g. Certificate in Training and Education).
<b>Maximum number of learners per centre (or instance of the module)</b>	60
<b>Duration of the module</b>	12 weeks
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	6
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Normal lecture room with internet access and good-quality audio-visual equipment.

<b>Analysis of required learning effort</b>		
<b>*Effort while in contact with staff</b>	<b>Minimum ratio teacher / learner</b>	<b>Hours</b>
Classroom and demonstrations	1:60	60
Monitoring and small-group teaching	1:30	12
Other		
<b>Independent Learning</b>		
Directed e-learning (hours)		
Independent Learning (hours)		178
Other hours (group project)		
Work-based learning hours of learning effort		
<b>Total Effort (hours)</b>		<b>250</b>

<b>Allocation of marks (within the module)</b>					
	<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>
<b>Percentage contribution</b>	100				100%

### **6.8.2 Module aims and objectives**

The module develops learners' strategic and critical thinking on how to develop plans to improve competitiveness by the application of systematic approaches to the management of both direct and indirect organisational responsibilities. The module will focus on different approaches and methodologies for strategic category management, demonstrating the role of procurement and supply chain management professionals in leading these approaches.

### **6.8.3 Minimum intended module learning outcomes**

On successful completion of this module, learners are able to:

- (i) develop a critical understanding to the approaches that can be adopted in order to develop strategic category management for a mix of procurement expenditures
- (ii) develop a strategic plan for category management processes in order to improve key areas of spend, secure added value and mobilise a cross-functional team
- (iii) strategically analysis data around the supply base, the supply market, price and cost, internal needs and the external environment, to determine strategic direction
- (iv) identify the optimum high-impact sourcing strategy for the category, and secure agreement from the wider organisation
- (v) strategically plan the implementation of a new category strategy, manage change and roll out, including negotiation, selecting new suppliers and contracting as appropriate
- (vi) demonstrate an appreciation of the importance of supplier relationship management and ongoing improvement for the category management process.

### **6.8.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs**

The module provides learners with knowledge, skills and methodologies of a key strategy employed in today's procurement and supply chain environment to ensure that the supply chain maximises its contribution to an organisation's success.

### **6.8.5 Information provided to learners about the module**

The Programme Handbook contains the module descriptor and assessment details. Extensive use of the VLE, Moodle, provides detailed notes and additional resources. In class, learners are provided with a PowerPoint pack and extensive reading list, incorporating professional and academic sources.

### **6.8.6 Module content, organisation and structure**

The module involves the application of some material previously covered in related modules, in addition to new material in the areas of category management methodologies and skills. Throughout the delivery, case studies and group discussions aim to integrate the relevant theories and applications in the analysis of particular supply chain scenarios.

#### **Definitions**

- Procurement, purchasing, sourcing
- Strategic procurement and strategic sourcing
- Category management – from transactional purchasing to strategic sourcing

#### **Categorising Expenditure**

- Cost analysis
- Pareto analysis
- Kraljic analysis
- Bartolini's scorecard

#### **Strategic Acquisition Process**

- Introduction to strategic sourcing models
- CIPS model
- OGP model
- AT Kearney 7-step model
- Category management models

#### **Skills for Category Management**

- Work of a Category Manager
- Technical skills
- Behavioural skills

#### **Understanding the Data**

- Insights into a category
- Demand patterns for category groups
- Current contracts, suppliers and terms
- Reviewing existing relationships and performance
- Market trends

#### **Preparing for the Process**

- Requirements for preparation of plans
- Total cost models
- Portfolio tools
- Stakeholder needs analysis
- Cross functional teams
- Legislative requirements and standards

### **Supply Market Factors**

- Industry dynamics
- Competitiveness and pricing behaviour
- Financial data on potential suppliers
- RFI's to assess market factors
- Internal and external influences
- Corporate social responsibility and sustainability
- Supply chain and value chain analysis

### **Pre-Planning Preparation**

- Make or buy decisions
- Switching costs
- Sourcing options
- Risk planning and mitigation

### **Planning the Process**

- Involving stakeholders
- Creating evaluation criteria
- Specifications, contracts and confidential agreements

### **Routes to the Supply Market**

- Competition and negotiation
- RFP's
- Supplier selection
- Reverse auctions and joint proposition improvement

### **Implementing the Process**

- Governance structures
- Sourcing transaction approach
- Relationship management

### **Working with Stakeholders**

- Stakeholder buy-in
- Stakeholder communications
- Presenting strategic plans to stakeholders

### **Mobilisation, Start-up and Transition**

- Performance improvement
- Planning for effective start-up
- Mobilising start-up and transition
- Transition arrangements

### **Managing Contracts and Suppliers**

- Contract management responsibilities
- Operational performance
- Stakeholder feedback
- Benchmarking performance
- Creating performance improvements

## **Performance Measurement**

- Capturing data
- Creating performance measures
- Dashboards
- Reviewing improvements

## **Risk and Volatility**

- Dealing with supply chain risk
- Adjusting for volatility
- Creating exit arrangements

### **6.8.7 Module teaching and learning (including formative assessment) strategy**

A range of delivery methods are adopted, including lectures, tutorials, case studies and in-class exercises using a range of professional and academic sources. These are designed to engage learners in the module content, and associated competencies that the programme team wishes learners to develop over the course of the module. Learners' guided independent reading and research is supported by use of Moodle to prepare learners for their classes in addition to developing autonomous self-directed learners.

### **6.8.8 Work-based learning and practice-placement**

There is no work-based learning on practice-placement within this module.

### **6.8.9 E-learning**

E-learning supports are provided via the college's online learning environment, Moodle, including extensive library resources.

### **6.8.10 Module physical resource requirements**

Normal lecture room with internet access and good-quality audio-visual equipment. All learners have access to an extensive range of "actual" and "remote access" library resources. The library monitors and updates its resources on an ongoing basis, in line with the college's Library Acquisition Policy. Lecturers update reading lists for this programme on an annual basis.

### **6.8.11 Reading lists and other information resources**

Learners can draw on reading lists from their other modules in addition to the resources below.

#### **Primary Reading**

*Cordell, A. and Thompson, I. (2018) The Category Management Handbook. 1 edition. New York: Routledge*

*Jonathan O'Brien (2018) Category Management in Purchasing: A Strategic Approach to Maximize Business Profitability. Kogan Page.*

#### **Secondary Reading**

*Handfield, R. (2015) Sourcing Portfolio Analysis. Power Positioning Tools for Category Management & Strategic Sourcing. Stratford-upon-Avon: Earlsgate Press, (ISBN: 9781873439548)*

*Keith, B., Vitasek, K., Manrodt, K. & Kling, J. (2015) Strategic Sourcing in the New Economy. New York: Palgrave Macmillan, (ISBN: 9781137552181)*

*O'Brien, J. (2019) Category Management: A Strategic Approach to Maximise Business Profitability, Kogan Page.*

### 6.8.12 Specifications for module staffing requirements

Lecturing staff should hold a masters level (Level 9) qualification, preferably with a third level teaching qualification (e.g. Certificate in Training and Education).

### 6.8.13 Module summative assessment strategy

Learners analyse a series of procurement and supply chain issues and case studies. Through these scenarios and case studies learners can identify and define problems, analyse spend data, develop their strategic awareness, exercise appropriate professional and ethical judgment and develop reasoned strategies. Initial summative assessment is through an individual case assignment. End of semester summative assessment entails a half-day case study project, which is completed individually.

The assessed work breakdown is presented in the table below:

No	Description	MIMLOs	Weighting
1	Individual assignment including peer review	(i), (ii), (vi)	40%
2	Individual, Timed, Case Study	(iii), (iv), (v)	60%

### 6.8.14 Sample assessment materials

Please see Sample Assessment Handbook.