# ME2025 Brand Portfolio Management 6.0 credits

## Brand Portfolio Management

This is a translation of the Swedish, legally binding, course syllabus.

If the course is discontinued, students may request to be examined during the following two academic years

## Establishment

Course syllabus for ME2025 valid from Spring 2013

## Grading scale

A, B, C, D, E, FX, F

## Education cycle

Second cycle

## Main field of study

Industrial Management

## Specific prerequisites

ME1023 Industriel Marketing, or similar.

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

## Intended learning outcomes

After this course, the participants should be able to more critically assess size and structure of a brand portfolio and how to optimize a brand portfolio strategically. To better judge when to add brands and when to prune the portfolio. Furthermore, to create synergy and efficient roles ascribed to different brands. Individual students should also be able to apply brand portfolio management as a versatile tool in their own career planning process and improve their own positioning in the marketplace.

## Course contents

- Downstream and up-stream market actors
- Brand Portfolio Management Theory
- Brand Portfolio Roles
- Brand energizers for industrial and consumer brands.
- Industrial brand relationship spectrums
- How to create Brand Portfolio energy and vitality.
- Inclusive brand portfolio management:
- Ingredient branding, co-branding and brand alignment
- Brand portfolio future scenario planning.

## Course literature

Aaker, D.A. (2004) Brand Portfolio Management, The Free Press, New York

Uggla, H (2006) Ed., Brand Portfolio Metaphors, Ph.D Brand Management Publishing Group, Sweden.

## Examination

- LIT1 - Literature Task, 3.0 credits, grading scale: P, F
- TEN1 - Examination, 3.0 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.