

Findus horsemeat scandal
- How should they handle a new food scandal?

TEACHING NOTES

The authors prepared this case solely as a basis for class discussion and not as an endorsement, a source of primary data, or an illustration of effective or ineffective management. Although based on real events and despite occasional references to actual companies, this case is fictitious and any resemblance to actual persons or entities is coincidental.

Teaching plan

The teaching plan is constructed in order to prepare the lecture regarding this brand management case. The plan includes a presented guide and suggested ways to teach and perform the case. This includes for instance a time plan, a board plan and the valuable learning objectives. This case takes its standpoint in a new fictive incident and is supplied by three alternative solutions to the crisis at hand. These alternatives are described in detail and have been exemplified with possible benefits and risks, all to inspire an interesting discussion and ways to perform the case. This teaching plan is a summary of valuable ways, as well as learning objectives to be able to fulfil the requirements of a way to teach a case.

The frame of this case is inspired by the following input. Harvard Business School (2017) states that their method of teaching through a case can be considered a substantial innovative way to educate. In this the most considerable challenges that face companies, organisations belonging to the government and non-profit ones, this is presented together with restraints, as well as limited information concerning a real issue (Harvard Business School, 2017). This further puts the student in charge as the one making the decision (Harvard Business School, 2017). The solutions are not evident but instead the students take part in a process, where perspectives are traded between each other, as well as for instance protecting various ideas and points (Harvard Business School, 2017). The students themselves evolves their ability to evaluate predicaments and make judgement calls, this builds on the foundation for a leadership that can be considered skilful (Harvard Business School, 2017). With this as a foundation, we argue that the case based approach is a great tool for transforming knowledge into practice and for us to obtain are our set out learning objectives for this case. We therefore conclude that the case based approach is the right one for our topic. Moreover, active learning can be considered a process, which inspires students to actively think and do various things (Desiraju & Gopinath, 2001). Furthermore, Desiraju and Gopinath (2001) claim that active learning aspires students to take an active part and be involved in the learning process. With support in this, we argue that it is essential that students participate in our session to achieve a good learning outcome. This is furthermore one of the reasons why we present various alternatives to our case, to be able to inspire them to participate and draw individual learning's from the case.

Case synopsis

In 2013 Findus was the main actor in the horsemeat scandal that took place (The Telegraph, 2013). The consequences for Findus were a brand impact where customers made fun of Findus (Marketingblog, 2013) and other companies included them in their advertising (Resumé, 2013). Customers were repelled to find out that their meat contained horse (Murphy, 2016). The consequences were global with products being recalled (SVT Nyheter, 2013a) and an investigation for suspicious criminal activity (BBC news, 2013a). Findus responded by taking the blame and

becoming a scapegoat for the scandal (Hagberg & Hallberg, 2013). Findus took measures such as communicating through social media and engaging in a campaign to invite consumers to visit their factories in order to see that they had nothing to hide (Ericsson & Fast, 2014). Nonetheless, the brand Findus was heavily impacted and brand index went down (Dagensmedia, 2013). The brand later recovers its image (Allabolag, 2018). Now in 2018, a new scandal is on the horizon for Findus. A new incident concerning what is in their meat has been unfolded. The question now is how Findus will manage the crisis this time. In relation to this, three alternative solutions have been presented as possible options to handle the crisis. The first option relates to Findus handling the crisis in the same way as they did last time, by being a scapegoat. The second option relates to playing the so-called blame game, where the actors affected blame each other and no one comes out as the single responsive one, however the industry perspective is of importance. The last and final option entails taking a low-key role and being a more silent actor, while at the same time placing the blame on the supplier who was actually at fault in the matter.

Learning objectives

While presenting the Findus horsemeat case, discussing and evaluating the three different alternatives to the new incident, the audience should notice several key learning's from the case. The key learning objectives will be presented in the following section. The analysis of the Findus case will provide the reader with learning opportunities within the subjects of the scapegoat phenomena, corporate communication, crisis communication and corporate brand identity and reputation, which will be explained by the CBIRM matrix. The following sections will provide the audience with an overview of the mentioned subjects with relevant literature connected to the Findus horsemeat scandal to ensure a good and relevant teaching process.

Scapegoat phenomena

During a crisis a simple solution is for the brand or consumer to find a scapegoat (Gao, Knightm Zhang, Mather & Peng Tang, 2012), which is exactly what Findus became during the horsemeat scandal. According to Gao et al. (2012) scapegoating is the social routine when people put the responsibility and blame on an easy target instead of the real cause of the problem. In Hagberg and Hallberg's (2013) report they came up with a definition for scapegoating adapted to the corporate world. Their definition for business scapegoating is "a brand made to bear the blame for other or suffer in their place, by finding itself focus of criticism from media, politics and/or consumers" (Hagberg & Hallberg, 2013, p.6). In the case of Findus we argue that they became a scapegoat due to the actions they presented. In relation to the above stated, we believe Findus were the easy target because the high content of horsemeat found in their products. Nonetheless, as previously mentioned Findus was not the only actor who recalled their meat (Bergstedt & Eriksson, 2013). We therefore argue that Findus became a scapegoat in the context. Greyser (2009) suggests that when a company is involved in a crisis the actions that should be taken is for the company to be completely honest and transparent, even though it can

embarrass the brand and harm their reputation. Through this, we suggest that learning's in accordance with the presented **Table A** below can be retrieved.

The motive behind the scapegoat phenomena is similar to the human behaviour of releasing guilt by simply transferring the responsibility to someone else (Gao et al., 2012). In addition, the first company caught in a crisis or scandal is most certain going to be blamed for it, and become a scapegoat in the minds of the consumers' (Hagberg & Hallberg, 2013). This is in line what happened to Findus in their horsemeat scandal, because they were the first brand to be caught in the scandal (Hagberg & Hallberg, 2013). Moreover, a company can also become a scapegoat because stakeholders such as consumers, government or media want to target a well-known brand or person as the scapegoat (Gao et al., 2012). Even though the horsemeat scandal included other brands and suppliers than Findus (Bergstedt & Eriksson, 2013), we argue that Findus became the centre of attention in media because they are the market leader (Nomad Foods Europe, 2017a).

It has been argued that a strong reputation, like Findus, may negatively harm the company in a scandal and especially by media (Hagberg & Hallberg, 2013). Nevertheless, Findus took on the blame themselves as the scapegoat, even though their lasagna that contained horsemeat was due to a supplier (Hagberg & Hallberg, 2013). According to the findings in Hagberg and Hallbergs (2013) study, they recommend the key to succeed in a crisis, is to come clean and admit the mistakes as early as possible to remain transparent. Moreover, their study revealed that if the crisis affects animals or children the reactions of the consumers will be stronger (Hagberg & Hallberg, 2013). As a concluding insight, Findus illustrated a good example as a scapegoat.

Corporate communication

The word corporate communication includes many different forms of communicating and can therefore be regarded as a way of articulating oneself in a collective manner (Roper & Fill, 2012). The essentialness of providing corporate communication that is of value in relation to corporate brands from a management perspective, as well as it is corporate reputation, is a topic that is firmly anchored (Roper & Fill, 2012). The main responsibility that is at the centre of the communication from a corporate angle is related to the way in which an organisation is portrayed by its stakeholders (Roper & Fill, 2012). The essentialness that comes from corporate communication should not be viewed in isolation, assessing only the content that is distributed, as well as how often it is distributed, and the voices adhered by it (Roper & Fill, 2012). It should also be viewed in relation to the predicaments that the organisation decides to disclose (Roper & Fill, 2012). Looking at the concept of transparency in regards to communication, it has the power to allow stakeholders to form a more in depth connection with what the organisation does (Roper & Fill, 2012). This will ultimately allow for an improved reputation (Roper & Fill, 2012). We argue that this could be connected to the ways in which Findus communicates their view on their products (Findus, 2018b). Roper and Fill (2012) discuss the various levels corporate communication can be measured. One way consists of assessing and adding the level of success amounted to by a strategy

involving communication by measuring the reputation an organisation has (Roper & Fill, 2012). This can be linked to the presented brand index measurements concerning Findus that post crisis had started to show positive results (Dagensmedia, 2013).

Crisis communication

Roper and Fill (2012) explain that the two areas referred to as issues and crisis management can be considered connected. Every issue is not bound to turn out as a crisis but an issue not managed in an accurate way can evolve into a crisis (Roper & Fill, 2012). As the media flow and attention from the public opinion moves up the scale and placing a target on the organization in question, there could also be an urge to come to a solution for the issue, the issue in itself can be categorized as an intense one (Roper & Fill, 2012). When this moves from being active to having the status of intense it can be considered as a bridge to the level of crisis (Roper & Fill, 2012). This can be connected to the ways in which Findus being presented with the information from the FSA about the amount of horsemeat in their products (The Telegraph, 2013). They decided to address the situating, by going out with a statement (Ericsson & Fast, 2014). We argue that this can be further linked to what is mentioned by Augustine (1995) relating to a crisis situation. According to Augustine (1995) stage four of managing a crisis concerns the aspects of containing that crisis, here the hard matters of deciding needs to occur and they need to occur at a fast pace. As previously mentioned Findus decided to commutate their role in the matter on social media (Ericsson & Fast, 2014). This is in line with what Roper and Fill (2012) who explain at the point of a crisis affecting an organization, there is a great possibility that damage to the organizations reputation capital could take place. Furthermore, the organizations that end up recovering in a stronger position are the ones who inhabited a firmer reputational capital before the crisis come about, if compared to the ones who did not have that (Roper & Fill, 2012). In addition, Roper and Fill (2012) explain that more than one stakeholder is sensitive in regard to the consequences surfacing from a crisis. A parallel can be drawn to the many comments and customers expressing their opinions (Murphy, 2016). As well as other companies using the scandal in their own marketing (Resumé, 2013). The consequences therefore came in more than one shape.

Greyser (2009) mentions that many for instance active in communication and public relations regard communication that is effective, as one of the most essential parts concerning overcoming a crisis. As mentioned by Roper and Fill (2012) the ways an organization decides to counter and address certain aspects and trying to portray a sense of being reasonable, as well as steady could have a vast effect if one regards the viewpoint held by various stakeholders, regarding the organization. As mentioned by Greyser (2009) concerning situations where the reputation is being assessed in an intensive environment, communication that can be considered effective has its base in the element of trust, regarding the object of communication by the ones on the receiving end. We argue this can be linked to some of the incentives taken by Findus such as: recalling food products distributed (SVT Nyheter, 2013a) and releasing a statement and being further available for questions by the various customers on social media (Ericsson & Fast, 2014). Furthermore, Findus decision to invite customers to their factories (Ericsson & Fast, 2014). As in

line with a key-learning objective to crisis communication, we argue that Findus aimed for displaying a sense of trust given the situation at hand.

Corporate brand reputation

The importance of a strong reputation for brands is crucial because it can protect a brand from occasional glitches and keep its strong position on the market, but to retain a strong brand reputation requires a clear and well-defined corporate identity (Roper & Fill, 2012). According to Roper and Fill (2012) corporate identity is how an organization presents itself for internal and external stakeholders and is derived from within the organization, while corporate reputation is the general impressions about the company from many different stakeholders. Furthermore, corporate identity can be identified in the context of questions, for instance: Who are we? What do we stand for? What does it mean to be involved in this company? What is our core purpose? (Roper & Fill, 2012). To have a strong identity also creates a favourable image among stakeholders that over time will result in a strong corporate reputation (Roper & Fill, 2012).

To understand the corporate identity of Findus, the Corporate Brand and Identity Matrix (CBIM), **see Exhibit 1** has been applied in the following way: it has been assessed and applied at a state that perhaps was not the same during the crisis. The CBIM is a model that can be used to describe and define the corporate brand identity (Urde, 2013). As presented by Urde (2013) the CBIM model consist of nine elements that define the corporate brand identity, the following nine elements below are applied to Findus:

The core:

- Identity: Quality, food joy and passion (Findus Sverige, 2016).
- Expression: To contribute naturally nutritious and sustainable food, every day (Findus Sverige, 2016).
- Personality: Green, healthy and environmental friendly (Findus Sverige, 2016).

Internal:

- Mission & vision: “We make life better with tasty and healthy food” (Findus Sverige, 2016 p.2).
- Culture: Sustainability, responsibility and greener kitchen (Findus Sverige, 2016).
- Competence: More efficient use of resources, healthy choices and responsible manufactured products (Findus Sverige, 2016).

External:

- Value proposition: The desire to help everyone who cooks to make life taste better in many different aspects (Findus Sverige, 2016).
- Relationships: Quality, dialog and verify sustainability work (Findus Sverige, 2016).
- Position: The market leader in frozen vegetables, fish and cooked dishes in Sweden (Findus Sverige, 2016).

Moreover, the CBIM model extends to the Corporate Brand Identity and Reputation Matrix (CBIRM), see **Exhibit 2** (Urde & Grayser, 2016). CBIRM is designed to serve as a tool for an organizations management of its corporate brand identity and reputation (Urde & Grayser, 2016). To analyse Findus brand reputation and what impact the scandal had on the Findus brand, following key reputation elements are used from the CBIRM model:

- **Relevance:** The fact that horsemeat has been detected in Findus lasagna makes it less appealing to the customers (Murphy, 2016).
- **Trustworthiness:** Customers lose trust for the brand and they feel cheated on (Murphy, 2016).
- **Differentiation:** Market leader within the frozen food categories (Findus Sverige, 2016).
- **Credibility:** “We make life better with tasty and healthy food” (Findus Sverige, 2016 p.2), which is not convincing or believable when horsemeat has been detected in their food (McKie, 2013).
- **Performance:** Sustainable and healthy food choices (Findus Sverige, 2016), but the manufacturing of food can be questionable (Neville, 2013).
- **Responsibility:** Findus took the blame for the scandal (Ericsson & Fast, 2014), which one could argue shows their responsibility.
- **Willingness-to-support:** Was available around the clock for customers to answer questions about the scandal (Ericsson & Fast, 2014), which we argue meant that Findus displayed engagement by taking an active role.
- **Recognisability:** Open and honest communication for customers and stakeholders (Ericsson & Fast, 2014).

In sum, it is important to understand your brand identity as others see it rather than what the brand says it wants to be, as well as knowing its existence to other stakeholders’ reputation and what could be a threat to its core (Greyser, 2009). A crisis comes in many forms and many different stakeholders can be involved, but it does not mean it can affect all parts of a brand, therefore the brand must understand from what and who to defend it self from (Greyser, 2009). One could therefore argue, that the CBIM and CBIRM models can be a useful tools for Findus to understand themselves, and how others perceived Findus during the crisis and as well as how they defended themselves.

Overview of key learning’s

The focus in the Findus horsemeat incident and the new incident created case, can be found in the understandings of becoming a scapegoat or not, and how it will affect the brand identity and reputation in a crisis. Understanding the impacts in relation to reputation elements by understanding the aspects that is communication. By gaining insights into the matters the Findus case serves as an illustration. **Table A** illustrates an overview of the learning objectives of this case inspired by Bloom’s (1956) Solo Taxonomy model (Association of Clinical Research Professionals, 2011).

Table A Key Learning Objectives

Key Learning Objectives		
<i>Remembering</i>	...how to avoid turning an issue into a crisis	Findus: analyzing critically and evaluate potential options
<i>Understanding</i>	...how to manage the brand reputation that has already suffered a previous crisis	Findus: Scapegoat, communication and CBIRM-matrix
<i>Applying</i>	... assessing the different alternatives	Findus: Risks and benefits
<i>Analyzing</i>	... weighing the options towards each other	Findus: Summarizing and agreeing
<i>Evaluating</i>	...considering how a brand should be evaluated in a crisis	Findus: Management decisions
<i>Creating</i>	...a plan to avoid a future crisis	Findus: Solutions to further prevent issues

Discussion questions

This section will present the discussion question we suggest to use in order to lead the discussion. These questions are suggested for the instructor because they are aligned with the key learning's that this case wishes to uphold. They are therefore proportioned and assessed as a good way to start and inspire a further discussion related to the matter. Firstly, we present the main question of the topic. Further optional assisting questions have been created to serve as a tool to help create a discussion if need be.

Main Question:

- What actions should Findus take this time, how should they manage and handle the situation?

Optional Assisting Questions:

- Should they use the scapegoat phenomenon again or should they play the blame game?
- Is this a problem only regarding Findus or an industry problem?
- How should the crisis communication be managed at Findus?
- How should Findus protect their brand reputation?

- In what manner should Findus care for their customer to not lose their trust?
- How can Findus account for their responsibility without being the only one doing so?
- How should business relations be managed?

Teaching suggestions

The purpose of this case is to illustrate and educate with the help of both a real and a fictive case. To be able to do so various means will be utilized such as a power point presentation containing images and a video. The chosen means of communication has been selected to be able to create an interesting background and case description. Further, pre arranged discussion questions have been created in order to make sure that the theoretical aspects are addressed, as well as providing grounds to achieve the various learning's objectives. As a means, a whiteboards is suggested to be used in the teaching process. This is to be able to structure and summarize the various alternatives presented in relation to risks and benefits regarding the presented options.

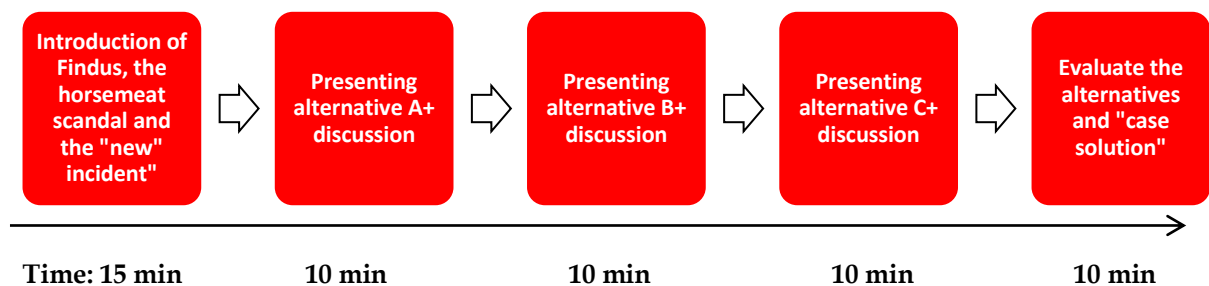
This case is presented with a differentiated approach in regards to the structure of the case. The Findus horsemeat case is presented with the final solution already included. Due to that fact, a fictive case has been constructed with three alternative approaches for a management decision to be evaluated and taken later on. We argue that the case is of high originality and therefore it is important for the instructor to take in the full surroundings of the new fictive case. This in order to influence and engage the audience into fully participating in the discussion and solution of the case.

In our recommendation, we suggest three alternatives A, B and C to solve the case. These alternatives have been constructed because we argue they are all valid as possible solutions and should therefore inspire an interesting discussion. Firstly, we present alternative A, followed by a discussion regarding benefits and risks around the first alternative on the whiteboard. This is done in order for the audience to have a clear overview regarding the benefits and risks of each option. To present all alternatives and the six different columns at the same time might be confusing and uneven related to discussion time and points. Therefore, we suggest to start with a presentation and discussion of alternative A, followed by alternative B and alternative C separately. The purpose of different alternatives is to have an on going discussion and to generate opinions from the audience about the different alternatives. The discussion will be finalised by taking a management decision, decided by the class, by voting for one alternative. This structure is suggested as the ultimate one due to the elements of various alternatives and fictive aspects of this case.

Time Plan

In this section a time plan will be presented in the illustrated model, see **Figure A**. The time plan presents a suggested schedule and assessed time for the various parts of the case to be presented within. The time plan serves as a tool to aid the instructor in a good way to structure the case and its various elements. The time plan further aids in the journey to achieve the learning objectives presented within this case. The time plan includes the following, 15 minutes for the introduction of the case including the background and surroundings of the case events. The discussion is further divided into portions where the alternatives are presented following a group discussion. Every option together with the discussion has been given a time frame of 10 minutes per option. The last 10 minutes have been reserved for a final decision and consensus in the class.

Figure A Time Plan



Board plan

The board plan is constructed in order to get an overview of the class discussion and different possible outcomes, see **Table B** below. The board plan is based on the scapegoat, corporate and crisis communication as well as the corporate brand reputation matrix framework as a foundation. The purpose is to use the board plan to guide and highlight students' chains of thought to summarize the suggested class discussion. The board plan is divided into different categories with benefits and risks presented in order to improve the presenters ability to guide, engage and moderate a problem solving approach. We have summarized what we argue could be potential benefits and risks brought up during the case discussion. Finally, the class will vote to decide which alternative is the most appropriate one.

Table B Board Plan

Benefits with A	Risks with A	Benefits with B	Risks with B	Benefits with C	Risks with C
- Previous experiences/prepared for crisis communication	-Lack of trust-restoring reputation with stakeholders and customers	-Successfully convincing their customers that they are not alone in the industry	-Findus could be alone in taking responsibility within the industry	-By keeping a low profile they could have their reputation intact	-Loose trustworthiness with their customers and other stakeholders
-Transparent and taking responsibility could lead to credibility with the public and customers	-The corporate brand and their might be affected-spillover effect	-Succeeding with saving their image and reputation	-Jeopardize their concern for customers and other stakeholders	-Customers might still be sympathetic for Findus situation and still trust the brand	-Jeopardize their relationship with the supplier
-Not jeopardizing their business relations	-Brand image and identity of Findus might be harmed	-Handling the crisis communication in an efficient way	-Defending their image in a poor way	-Actively taking responsibility for certain parts could lead to control of the information and increase trust	-Risking their relationship with other business relations
- Quick to respond and taking responsibility for the situation, which could lead to better actions instead of it being discovered later on.	-Lack of being prepared regarding crisis communication	-Less impact for Findus than if they would be alone in taking responsibility for the whole industry	-Risking their reputation by being to progressive of to defensive		-The risk of not controlling the communication from the supplier in media
	- Again becoming a joke in media and being used in marketing campaigns		-Jeopardize their business relations		-Not being taken seriously and being a laughing stock

Epilogue

This case has been constructed in order to illustrate and educate within the theoretical frame of the topics the scapegoat phenomenon, communication and the corporate reputation matrix. The case has been presented with three possible alternatives to handle a new crisis for the brand Findus Sweden. This case illustrates how the theoretical approaches can be adapted and relevant in regards to the three different alternatives. The main aspect of the Findus horsemeat case and the new fictively created case, is to create learning's in how to handle a situation either by taking on the blame yourself, or passing it to somebody else. This has been exemplified in the management decision section. We suggest that this case can serve as an example in the field on management. Lastly, this case has a high degree of originally illustrating the scapegoat aspect to a situation. This creates learning's and inspires initiatives around the topic.

Reflections

This case has been one assignment in the master level course *BUSN35 Corporate brand management and reputation*. The assignment consisted of creating and illustrating a case based on a real life situation. This case has been written by three students and has had a management perspective. This means that the task is resolved by the case being subject to being handled by the students who take the final decision. This case is somewhat different than the exemplified ones due to the fictive elements and aspects related to the case. The first document titled “the written case” up until the last section called “the new incident” is firmly anchored in real events, concerning the horsemeat scandal that unfolded in 2013. The case has thereafter been supplemented with fictive elements in order to construct a case of interest, which would include a wider perspective than what just the single event could do on its own. By doing so, an industry perspective could be included which we argue adds to the learning objectives.

The decision to with take a case of such nature was decided upon in accordance with the supervisor professor Mats Urde. We had three different topics to choose from but decided upon this one, as we found it to be the most interesting. This because of the impact the scandal had on the Findus brand, not only in Sweden but also internationally. Together with the professor, it was suggested to present another angle and structure of the case. Instead of presenting the management decision after the class discussion, the approach would instead entail presenting the decision of the real case up front and together with a fictive new incident. Afterwards the alternatives presented as possible management solutions to the new incident were presented. As authors of this case we agreed that this approach best suited the nature of our case, since it entailed alternative solutions to the incident. We concluded that this would spark and create the best possible grounds for an interesting and meaningful discussion that inspires learning. We argue this since we believe the learning is in conjunction with others. Our suggestion to do this in the best way is to present three different alternatives that we argue can be considered as credible solution to the new case. After each alternative is presented it will be discussed in class with benefits and risks, followed by the next alternative being presented. Lastly, the discussion will be finalized with a class vote, where one of the options is decided upon. This is done in order to proportion out the discussion so that not only one alternative is discussed extensively. By following this structure, we believe there is added learning from each one of the presented alternatives. Moreover, we believe that most important learning’s about the case is how to manage a crisis and whether or not you should take the decision to be a scapegoat, play the blame game or keep a low profile and blame someone else.

In order to prepare the case for the class lead discussion, several group meetings took place. The decision regarding theoretical concepts, the fictive incident, the definition of the managerial problems and the alternatives for a suitable case discussion were created in-group meetings. We further evaluated what we believe could be possible benefits and risks relating to each and every option through being as critical and objective as possible, in order to prepare the board plan. To be able to construct the alternatives we had a group discussion where we envisioned what

possible input and feedback from the class could be, we further summarized those ideas on our board plan, see **Table B**. This can also serve as a suggestion if someone else wishes to present the case and is in need of ideas and inspiration. Moreover, the case has been subject to having been exercised in an environment where the authors of the case have been able to try and improve the future performance of the case. This way the authors have the possibility to feel more comfortable and at ease with the material and the case in total.

Through this experience we have improved our ability to conduct, form and present material as well as construct a discussion where key learning's could be retrieved. We argue this has improved our ability to perform and support environments closer to a managerial perspective. Furthermore, since this form of learning is not common in our previous academic studies, we feel that we have gained valuable skills through the experience and improved our verbal capacity. Moreover, we have improved our cognitive capacity regarding the ability to assess a case, through for instance added learning's of how to understand and see different issues and alternatives, as well as evaluating different outcomes.

References used in Written Case and Teaching notes

Allabolag.se (2018). Findus Sverige Aktiebolag, Available Online:

<https://www.allabolag.se/5560064361/bokslut> [Accessed 6 February 2018]

Association of Clinical Research Professionals. (2011). Blooms Taxonomy [pdf] Available at: http://conference.acrpnet.org/2017/CFP/Blooms_Taxonomy.pdf [Accessed 21 February 2018]

Augustine, N. (1995). Managing the crisis you tried to prevent, *Harvard Business Review*, vol. 73, no. 6, pp.147-158

Axelsdotter Olsson, K (2015). Slut på matfusked – nu ska lasagne ursprungsmärkas, Available Online: <https://www.svt.se/nyheter/utrikes/pizza-och-lasagne-bor-ocksa-ursprungsmarkas> [Accessed 8 February 2018]

BBC News (2013a). Horsemeat scandal: Don't dump meat, says food minister, Available Online: <http://www.bbc.com/news/uk-21377601> [Accessed 3 February 2018]

BBC News (2013b). Findus beef lasagne contained up to 100% horsemeat, FSA says, Available Online: <http://www.bbc.com/news/uk-21375594> [Accessed 3 February 2018]

Bergstedt, T. & Eriksson, H (2013). Bekräftat: Svenska kedjor har sålt hästlasagne, Available Online: <https://www.svt.se/nyheter/inrikes/bekraftat-fler-kedjor-har-salt-lasagne-med-hastkott> [Accessed 8 February 2018]

Caliskan, T (2017). Över 60 personer gripna i hästköttskandalen, Available Online: <https://www.svt.se/nyheter/inrikes/over-60-personer-gripna-i-hastkottskandalen> [Accessed 8 February 2018]

Dagens Media (2013). Findus stört dykning hejdas, Available Online: <https://www.dagensmedia.se/marknadsforing/strategi-analys/findus-stortdykning-hejdas-6116467> [Accessed 6 February 2018]

Desiraju, R. & Gopinath, C. (2001). Encouraging participation in case discussions: A comparison of the MICA and the Harvard case methods, *Journal of Management Education*, vol. 25, no. 4, pp.394-408

Ericsson, M. & Fast, N (2014). Crisis Management In Social Media, Bachelor thesis, Department of Business Administration, University of Gothenburg, Available Online: https://gupea.ub.gu.se/bitstream/2077/35119/1/gupea_2077_35119_1.pdf [Accessed 18 February 2018]

Euromonitor (2017). Ready meals in Sweden, Available Online: <http://www.euromonitor.com/ready-meals-in-sweden/report> [Accessed 3 February 2018]

Findus (2013). About Findus: Mission, Available Online:
http://findusexport.com/about_findus/mission [Accessed 3 February 2018]

Findus (2015). Produkter, Available Online:
<https://www.findusfoodservices.se/produkter/> [Accessed 4 February 2018]

Findus Sverige (2016). Hållbarhetsrapport, Available Online:
<https://www.findus.se/-/media/findus-se/om-findus/findus-hbr-2016-final.ashx?la=sv-se> [Accessed 18 February 2018]

Findus (2018a). Findus Historia, Available Online: https://www.findus.se/om-oss_vart-varumärke/findus-historia [Accessed 3 February 2018]

Findus (2018b). Vår syn på kött, Available Online: <https://www.findus.se/vart-ansvar-och-naringslara/var-syn-pa-kott> [Accessed 10 February 2018]

Gao, H., Knight, J., Zhang, H., Mather, D. & Peng Tang, L. (2012). Consumer scapegoating during a systemic product-harm crisis, *Journal of Marketing Management*, vol. 28, no. 11-12, pp.1270-1290

Greyser, S.A. (2009). Corporate brand reputation and brand crisis management, *Management Decision*, vol. 47, no. 4, pp.590-602.

Hagberg, A. & Hellberg, C. (2013). Exploring the Concept of Business Scapegoating: key contributing constructs and preventative measures. Master thesis, Department of Economics, Lund University, Available Online:
<http://lup.lub.lu.se/luur/download?func=downloadFile&recordOid=3910509&fileOid=3910510> [Accessed 20 February 2018]

Harvard Business School (2018). The HBS Case Method, Available Online:
<https://www.hbs.edu/mba/academic-experience/Pages/the-hbs-case-method.aspx> [accessed 21 February 2018]

Lawrence, F (2013). Horsemeat scandal: the essential guide, Available Online:
<https://www.theguardian.com/uk/2013/feb/15/horsemeat-scandal-the-essential-guide> [Accessed 3 February 2018]

Levitt, T (2016). Three years on from the horsemeat scandal: 3 lessons we have learned, Available Online: <https://www.theguardian.com/sustainable-business/2016/jan/07/horsemeat-scandal-food-safety-uk-criminal-networks-supermarkets> [Accessed 8 February 2018]

Lindkvist, P. (2018). Hästköttskandalen, Available Online:
<http://patriklindkvist.se/jobb/findus%20%E2%80%93%C2%A0h%C3%A4stk%C3%B6ttskandalen.html> [Accessed 18 February 2018]

Marketingblog (2013). Findus more horse meat jokes you said so we did, web blog post available at: <http://www.themarketingblog.co.uk/2013/02/findus-more-horse-meat-jokes-you-said-so-we-did/> [Accessed 6 February 2018]

McKie, R (2013). Horsemeat does carry a health risk, but it's incredibly small, Available Online: <https://www.theguardian.com/world/2013/feb/09/horsemeat-in-ready-meals-health-risk> [Accessed 3 February 2018]

Murphy, M (2016) Bye, bye Findus: Food firm famed for Crispy Pancakes to be taken off the shelves, Available Online: <https://www.dailystar.co.uk/news/latest-news/491811/Findus-youngs-crispy-pancakes-lasagne-horse-meat-aldi-tesco> [Accessed 3 February 2018]

Neville, S (2013). Horsemeat lasagne scandal leaves Findus reputation in tatters, Available Online: <https://www.theguardian.com/business/2013/feb/08/horsemeat-lasagne-scandal-findus-reputation> [Accessed 3 February 2018]

Nomad Foods Europe (2017a). We are Nomads Foods Europe, Available Online: <https://www.nomadfoodseurope.com> [Accessed 3 February 2018]

Nomad Foods Europe (2017b). Findus, Available Online: <https://www.nomadfoodseurope.com/brands/findus> [Accessed 3 February 2018]

Nomad Foods Europe (2017c). Key Facts, Available Online: <https://www.nomadfoodseurope.com/about-us/key-facts> [Accessed 4 February 2018]

Resumé (2013). Mini rider på häst-hysterin, Available Online: <https://www.resume.se/nyheter/artiklar/2013/02/19/mini-rider-pa-hast-hysterin/> [Accessed 6 February 2018]

Roper, S. & Fill, C. (2012). Corporate Reputation: Brand and Communication, Pearson Education Limited, 1st edn, Pearson.

Svenska Dagbladet (2013). Hästkött hittat i Dafgård's mat, Available Online: <https://www.svd.se/hastkott-hittat-i-dafgards-mat> [Accessed 12 March 2018]

SVT Nyheter (2013a). Hästkött kan ha förekommit länge, Available Online: <https://www.svt.se/nyheter/lokalt/skane/hastkott-kan-ha-forekommit-lange> [Accessed 8 February 2018]

SVT Nyheter (2013b). Kan ha salt mat med hästkött – redan i somras, Available Online: <https://www.svt.se/nyheter/inrikes/kan-ha-varit-hast-hos-findus-lange> [Accessed, 14 March 2018]

The Telegraph (2013). Horse meat scandal: timeline, Available Online:
<http://www.telegraph.co.uk/foodanddrink/9857136/Horse-meat-scandal-timeline.html> [Accessed 3 February 2018]

Thomsen, D (2013). Findus om PR-katastrofen, Available Online:
<https://www.dagensmedia.se/medier/pr/findus-om-pr-katastrofen-6117932>
[Accessed 18 February 2018]

Urde, M. & Greyser, S.A. (2016). The Corporate Brand Identity and Reputation Matrix -The Case of the Nobel Prize, *Journal of Brand Management*, vol. 23, no. 1, pp.89-117

Urde, M. (2013) The corporate brand identity matrix. *Journal of Brand Management*, vol. 20, no. 9, pp.742-761

Appendix

Exhibit 1 Corporate Brand Identity Matrix (Urde, 2013)

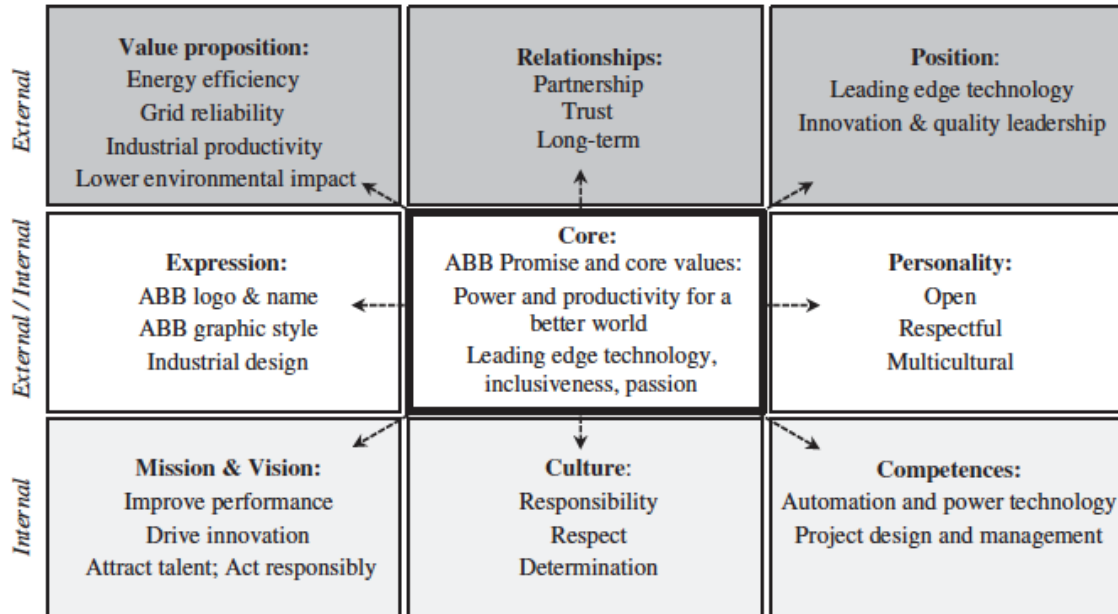


Exhibit 2 Corporate Brand Identity & Reputation Matrix (Urde & Greyser, 2016)

