The Louvre Heist: Reputation at Risk

TEACHING NOTES

Teaching plan

This teaching plan is intended to provide direction for the instructors presenting the Louvre Heist case effectively and includes recommendations for structuring the in-class discussion. The note offers guidance for teachers on how to introduce the case to the audience, identifying key elements to emphasize and suggesting ways to enhance the presentation while keeping it engaging and insightful. The teaching notes begin with a brief case synopsis, followed by the theoretical frameworks that link the case content to its intended learning objectives.

Case synopsis

On the 19th of October 2025 the most visited art museum, and a symbol of French national identity, the Louvre, was robbed in broad daylight. In under seven minutes, nine 19th century French Crown Jewels were stolen from the Galerie d'Apollon. The thieves, dressed as construction workers, had accessed the museum's balcony with a furniture lift and used disc cutters to break through the gallery's window. What initially appeared to be a spectacular criminal act quickly evolved into something far more damaging: a crisis of institutional reputation.

In the wake of the incident the media got a hold of several reports outlining the current security issues at the Louvre. These discoveries made it evident that management were aware of the shortcomings of the existing security systems but had opted to keep postponing the implementation of the reports' recommendations. Instead, it was revealed that the Louvre had been structurally underspending on the maintenance and development of security in the building for multiple years leading up to the heist. These revelations, combined with social media memes mocking the museum and numerous embarrassing news headlines circulating in the media, lead up to our case question:

As a member of Louvre's board of directors attending a crisis meeting following the heist, how would you respond publicly to protect the Louvre's reputation?

Keywords: *Reputation, crisis management, cultural and national brand identity, stakeholder relations, heritage reputation management, brand legitimacy crisis*

Learning Objectives

This case provides valuable insights into crisis communication, corporate brand identity management, and reputation management. It highlights the role of the Louvre as an institutional brand and challenges students to apply relevant theoretical frameworks to a complex and high-profile real-world situation. Students are expected to engage with key concepts, such as corporate brand identity, reputation reconfiguration, crisis communication strategy and stakeholder management.

The case is particularly distinctive as it examines a globally renowned public museum through the lens of corporate branding. This is a relatively uncommon approach that requires both critical reflection and creative application of theory. Students must transfer branding frameworks, traditionally applied to private corporations, to a public cultural institution. A central focus is the analysis of how an extreme crisis, such as a major theft, impacts institutional legitimacy, stakeholder trust, and long-term brand equity. Students are encouraged to assess strategic response options, evaluate their effectiveness, and reflect on their broader managerial and reputational implications.

Overall, the case fosters a holistic understanding of the dynamic interaction between branding, reputation, and crisis management. The gained insights are transferable to other cases of public institutions and corporate organizations facing reputational challenges. To support a structured and in-depth discussion, a stakeholder model is provided, forming the basis for role-based analysis and facilitating a multi-perspective debate.

Louvre Museum and its Corporate Brand Identity Matrix

The Louvre heist case is particularly relevant for a Corporate Brand Management and Reputation (CBMR) module, as it offers unique insights that distinguish it from classic corporate brand cases. Unlike a traditional corporate brand, the Louvre is defined by a public mission, operates as a non-profit, and is embedded in political and societal structures rather than driven primarily by market objectives. As the world's most visited museum with rich history, the Louvre represents French heritage and appears in numerous films and books. The institutions promise rests on trust, preservation, accessibility and cultural stewardship. It moves beyond mere preservation to include active caretaking to ensure cultural wisdom remains relevant, respected and thriving.

The Louvre case shows how a security incident can move beyond an operational failure and become a brand legitimacy crisis calling for strong leadership as response. It covers theoretical areas in CBMR such as brand reputation, crisis and stakeholder management and organizational legitimacy.

The Brand Matrix offers a structural understanding of Louvre’s corporate brand identity. The framework helps to clarify the brand essence shaped by communication and storytelling and the effect it has on the reputation of the museum. It puts into perspective the impact that the heist and security failures have on the institution’s identity, culture and external relationships.

The corporate brand identity consists of nine interconnected components grouped into internal, external and bridging elements. It can be applied to the Louvre case directly by posing nine concrete questions, each addressing one element of the brand matrix. By doing so, the matrix helps capture the essence of the institutional identity which acts as an anchor for a strong and long-term brand identity (Urde, 2024; Roper & Fill, 2012). The Louvre’s brand core is rooted in safeguarding cultural heritage while ensuring both preservation and public accessibility. As a public institution, the identity of the Louvre is closely aligned with stakeholder expectations of responsibility, competence and stewardship. These core values must not only be communicated symbolically but also demonstrated through operational practices such as effective security measures and governance structures.

VALUE PROPOSITION Access to one of the world's most significant art collections and iconic masterpieces, offering a high-quality cultural and educational experience.	**RELATIONSHIP** Emotional: awe, inspiration, admiration Functional: education and cultural enrichment Social: a "must-visit" global landmark	**ASPIRED POSITION** The leading universal museum providing broad public access to the finest art across centuries and civilizations.
EXPRESSION Iconic and historic architecture, royal galleries and exhibitions. The museum is accessible, yet prestigious	**IDENTITY** French cultural institution representing humanity's artistic heritage.	**PERSONALITY** Intellectual, Sophisticated, Authoritative, Timeless, French, Prestigious
MISSION & VISION Preserve and present universal cultural heritage while making art accessible to the widest possible audience and fostering intercultural dialogue.	**CULTURE** curatorial authority, French heritage, public responsibility, balance of tradition and innovation.	**COMPETENCES** Art conservation, curatorial expertise, research excellence, large-scale exhibition management, global institutional brand leadership.

Figure 1*: The Corporate Brand Matrix (Urde, 2024)*

Applying the Corporate Brand Identity Matrix to the Louvre Museum demonstrates that the heist affects far more than operational security. It challenges core elements of the museum's corporate brand identity, particularly its **relationships** (stakeholder trust), **competencies** (security and governance capabilities), and **value proposition** (safe access to cultural heritage). The incident exposes a potential misalignment between the museum's proclaimed identity as a guardian of cultural heritage and the operational practices that are meant to safeguard this promise.

The matrix therefore serves not only as a diagnostic tool but also as a strategic guide for a crisis response. In situations where an institutional brand faces a legitimacy-threatening incident, decision-makers must determine how to communicate publicly to protect long-term reputation:

"As a member of the Louvre's board of directors attending a crisis meeting following the heist, how would you respond publicly to protect the Louvre's reputation?"

In response to the crisis, leadership should specifically ensure alignment with the **character and interaction paths** based on Urde’s nine paths of the Brand Identity Matrix (Urde, 2024). The discussion question is primarily linked to the interaction path, as it focuses on public communication and stakeholder engagement. However, it also touches upon the character path, since leadership credibility and ethical responsibility become visible in the public response. This integrated approach with the following reputation course ensures that the crisis communication strengthens, rather than weakens, the corporate brand identity.

Corporate Reputation of the Louvre Museum

To better understand how the heist has impacted Louvre’s reputation, the visual representation (see figure 2) of the Matrix’s reputational layer shows a clear overview of the situation and provides guidance on what the managerial response should address and prioritize (Urde, 2024).

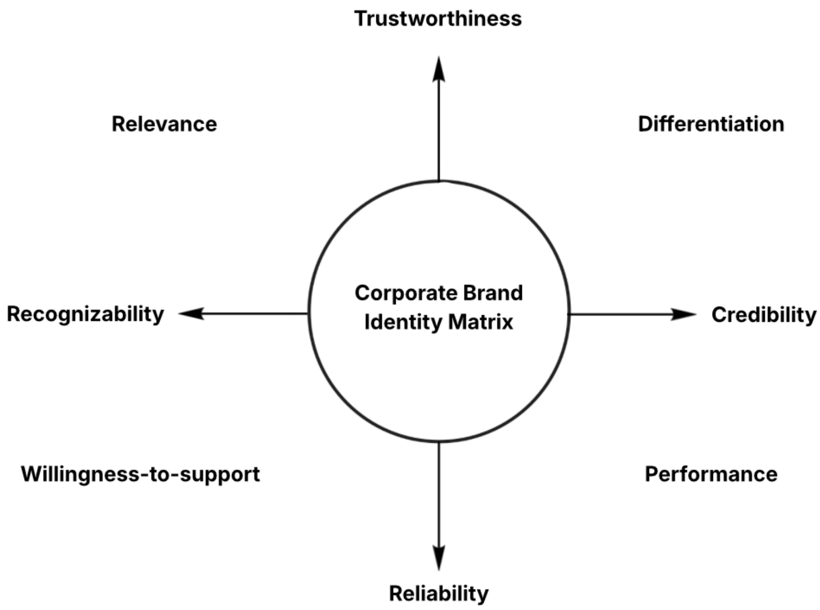


Figure 2: *Reputational Layer of the Corporate Brand Identity Matrix (Urde, 2024)*

Trustworthiness

Stakeholder trust in the Louvre has been negatively impacted by the heist. It has exposed potential weaknesses in the museum’s security systems, such as aged CCTV and insufficient training of the security staff. This undermines the museum’s credibility as a guardian of world-renowned cultural heritage. Particularly, when an audit dating back to 2018 had raised security concerns regarding the vulnerable balcony and its windows breached in the heist (FRANCE24, 2025). Instead of addressing these issues the Louvre prioritized allocating money on acquiring new art that was “visible and attractive“. Once this information had emerged to the public the criticism intensified significantly. Media outlets and members of the public openly questioned the leadership judgement and accused management of neglecting basic protection in favour of prestige projects (Schofield, 2025).

Credibility

The Louvre’s institutional credibility has weakened because stakeholders perceive a clear misalignment between what the museum claims to stand for and how it allocates its resources. The museum positions itself as guardian of universal cultural heritage, an organization whose primary responsibility is preservation, protection and stewardship. However, their spending between 2018-2024 and managerial priorities appear to favor the acquisition of art and high-visibility initiatives over investments in core protective infrastructure. This perceived imbalance in spending directly states a misalignment with the Louvre’s core brand identity, as a heritage institution should depend less on growth and expansion and more on cultural stewardship.

Reliability

Moreover, perceptions of reliability are negatively impacted, as stakeholders may begin to question whether the Louvre can be relied upon to safeguard invaluable works of art. The heist also challenges perceptions of governance maturity and institutional competence, reframing the museum from a professional heritage institution to one that appears to underestimate operational risk and misalign its practices with its stated commitment to cultural stewardship.

Corporate Reputation Citeria

In addition to the outlined findings regarding the heist, further scholarly perspectives enrich the analysis of corporate reputation in a cultural institution such as the Louvre. Roper and Fill (2012) identify ten key factors that shape corporate reputation. For the Louvre, the heist exposed weaknesses in security management, thereby directly affecting perceived **product and service quality**. For a museum, security is not simply an operational requirement, it is an integral part of the overall visitor experience and a visible expression of professionalism and responsibility in protecting world-renowned artworks. Consequently, the heist likely diminished customer satisfaction, as visitors expect a safe and well-managed environment and may feel uncertainty or disappointment after such a crime. Most importantly, the event raised concerns about **corporate social responsibility**, as safeguarding global cultural heritage represents a central societal obligation for the Louvre. Finally, strong **vision and leadership** are critical in restoring trust, as stakeholders expect transparent communication, clear strategic direction and visible improvements in the restoring phase after the heist. Ultimately, restoring the museum’s reputation in the long-term requires accountability, strengthened protective measures and a renewed commitment to heritage preservation.

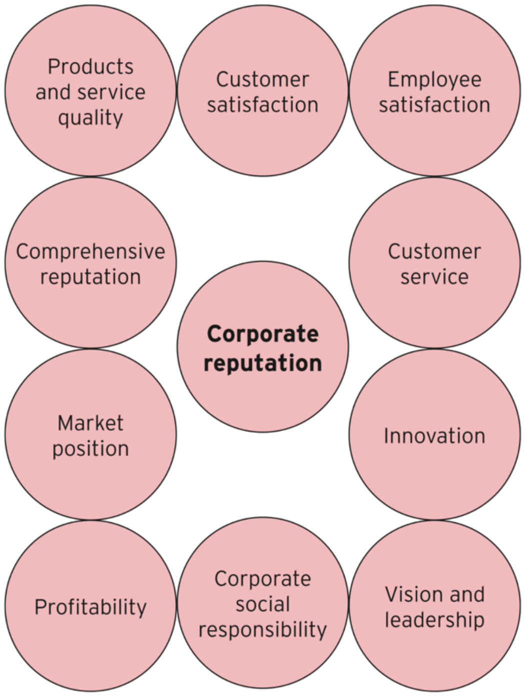


Figure 3: *Criteria that influence corporate reputation (Roper & Fill, 2012, p. 42)*

Corporate Communication

To address the issues discussed during the crisis meeting (see case question), the situation can be analyzed using the Situational Crisis Communication Theory (SCCT). This framework provides guidance on determining appropriate response strategies by assessing perceived organizational responsibility and the resulting reputational threat. Applied to the Louvre case, SCCT helps define how the museum should communicate and position itself to effectively protect and restore its reputation (Coombs, 2007). Although the jewelry heist was a criminal act, it revealed previously identified security deficiencies and ignored audit warnings, ultimately underscoring the Louvre's responsibility for not taking sufficient preventive action. This indicates that the crisis may have been preventable if leadership had acted on earlier reports, positioning the Louvre less as a "victim" in the crisis and more as one rooted in managerial oversight.

In such situations, the form, tone, timing, and consistency of communication throughout the crisis are considered critical factors influencing long-term reputational outcomes (Roper & Fill, 2012). Therefore, the heist at the Louvre represents a critical moment in which corporate communication must move beyond operational information sharing and become a strategic leadership function.

Here, corporate communication serves two functions: shaping stakeholder perceptions and reinforcing the organization's strategic positioning. As illustrated in the Louvre case, crisis communication must both address public criticism and clearly position the institution; the director's acknowledgement of the security failure demonstrates this.

Roper and Fill (2012) distinguish three dimensions of corporate communication: management, marketing and organizational communication. For the Louvre, management communication is particularly critical and as the director and symbolic leader, Laurence des Cars embodies institutional accountability. Visible and proactive leadership communication signals responsibility and competence, which can help reduce stakeholder uncertainty during a crisis.

Marketing communication is important during the recovery phase to restore the museum's reputation, but organizational communication, such as media relations, public affairs and internal messaging is most crucial immediately after a crisis as it directly influences public trust.

Crisis Management and Crisis Communication

At the functional level, the primary objective of corporate communication, more specifically crisis communication, is reputation protection and stabilization (Roper and Fill, 2012). At the transitional level, informing provides timely and accurate updates, while relating helps rebuild emotional trust by demonstrating empathy and responsibility.

In crisis management, the organization can choose one of four strategic responses: to remain silent, use an accommodation, reasoning or advocacy strategy. The Louvre's communication strategy aligns with the accommodation (bridging) approach, as management acknowledges the seriousness of the incident, recognizes public pressure and has announced plans to upgrade security. After the heist, the communication from management did not attempt to deny that the incident represented a serious institutional failure by addressing the shortcomings in security.

She acknowledged a "terrible failure" and admitting to "ageing" security systems. By offering her resignation, taking personal responsibility and launching a $92 million security overhaul, (CBC, 2025, Pomeroy, 2025).

In the Louvre case, a strong emphasis is set on corrective measures, such as improving internal processes and cooperating with authorities. The internal adaptation further signals the adoption of a bridging strategy. Rather than shifting blame, the Louvre's communication aims to rebuild stakeholder trust by committing to enhanced security funding and long-term prioritizing of protective measures.

This approach demonstrates responsiveness, responsibility and learning from previous mistakes whilst attempting to mitigate reputational damage and restore the image. By addressing public criticism from the outside in, stakeholders' voices and criticism are listened to, addressed and operational structures adapted accordingly. This market-oriented approach focuses on positioning the institution in the minds of the customer (Urde, 2024) and offers a strategic response to public criticism.

Stakeholder Management

Stakeholder management in the Louvre heist case can be effectively analyzed through the lens of the Stakeholder Theory (Freeman, 2010). The theory argues that organizations must create value for all stakeholders affected by their actions, particularly in times of crisis. In the context of the Louvre heist, the museum must carefully balance the expectations of key stakeholder groups. These include visitors, employees, the Board of Directors, government authorities and the media.

To analyze the case effectively, students must examine the museum's relationships with each stakeholder group and apply strategic stakeholder prioritization. This involves assessing which stakeholders possess the greatest power, legitimacy and urgency in the immediate aftermath of the incident. Here, government authorities and the Board of Directors hold significant decision-making power and influence over the institution's strategic direction. Therefore, the class will be placed into the position of the directors.

Visitors and employees have high legitimacy and urgency because of safety concerns and internal tensions, while the media and other external institutions significantly shape public perception and affect broader stakeholder relationships. Below, is a table outlining the expectations and related risks regarding relevant stakeholders.

Type of Stakeholder	Expectations	Risks, if not addressed
Visitors / Pubic	Safety, cultural experience and trust	Decline in attendance, reputational damage
Employees	Protection, safeguard, leadership, inclusion in decision-making	Loss of trust, internal conflict, information leakage
Board of Directors (position of the case participants)	Institutional stability, protection of reputation, strategic crisis control, long-term value preservation	Governance conflict, leadership instability, loss of strategic direction and pressure for executive resignation
French Government	Stability, national image, accountability	Political pressure, loss of legitimacy
International (Business) Partner	Professionality, reliability, collaboration	Breakdown of partnerships, reputational spillover
Media	Transparency, timely information	Scandalization, misinformation

Table 4*: Primary Stakeholders (Own elaboration, drawing on Freeman, 2010)*

Type of Stakeholder	Strategic Implication
Board of Directors (position of the case participants)	Instrumental: The Board must manage stakeholders effectively to safeguard the museum's legitimacy and long-term performance. Poor decisions could intensify reputational damage. Normative: The Board has a fiduciary and moral responsibility to act in the best interest of the institution, employees and the public, especially given the Louvre's cultural significance.
Visitor / Public	→ Ensure visible security measures and transparent communication to maintain trust and value perception
Employees	→ Strengthen internal communication and involve staff in reforms to foster engagement and alignment.
French Government	→ Maintain close coordination and demonstrate responsibility to uphold institutional credibility.
International Partners	→ Reinforce cooperation and signal commitment to global cultural standards.
Media	→ Proactive and consistent media engagement to shape discourse.

Table 5*: Strategic implication by type of stakeholder group – Call-to-action-framework (Own elaboration, drawing on Freeman, 2010)*

Freeman's framework highlights two complementary perspectives that are highly relevant for the Louvre heist case. From an instrumental perspective, stakeholders must be actively engaged because they directly influence the museum's stability and future success. Addressing the expectations of the Board of Directors, government authorities, visitors and employees is therefore of critical strategic importance. It serves to protect the organization's reputation (see Table 4), secure political support and ensure operational continuity following the heist. The resulting strategic implications vary according to the respective stakeholder group and require different actions depending on the stakeholder type (see Table 5). However, it is equally important to strike a careful balance by incorporating the secondary stakeholder perspective and ensuring that their interests are also taken into consideration (see Table 6).

When taking the normative perspective into consideration, stakeholder engagement is not only strategic but also ethical. The Louvre has a moral obligation to ensure safety, transparency and the protection of cultural heritage, regardless of reputational considerations.

Type of Stakeholder	Role / Relevance	Strategic approach
Sponsors	Financial support, reputational linkage	→ Provide reassurance and protect brand associations
Interpol / Security Agencies	Investigation and recovery	→ Cooperate transparently and efficiently
Social Media Community	Word of Mouth, Opinion shaping, amplification	→ Monitor discourse and respond quickly to misinformation
Cultural Institutions	Reputational network, collaboration	→ Engage in knowledge-sharing and joint security initiatives

Table 6*: Secondary stakeholders (Own elaboration, drawing on Freeman, 2010)*

For the case participants, this means that crisis decisions should not focus solely on reputational damage control. Instead, they must balance strategic interests with ethical responsibility, integrating both into the transparent, responsive communication strategy as mentioned above that addresses both organizational interests and stakeholder rights.

Teaching suggestions

The following section provides guidance for the teacher or presenter conducting the case for a class. The aim of these suggestions is to provide a structure which supports achieving the learning objectives and fostering an insightful discussion in class.

Pre-presentation phase

Prior to presenting the case it is recommended that the teacher provides the class with the accompanying written case as preparation material well before the case is presented. The written material provides detailed information of the background and history of the Louvre, which is necessary for the class to understand the significance of the incident and its subsequent public reactions. This material should also be available in class, so students can refer to the text and exhibits provided in the written case.

We recommend presenting the case in class using the included PowerPoint slides to support the rhythm and structure of the presentation and to elicit a fruitful discussion. It is possible to present the case alone, but if there are multiple presenters, we recommend making a detailed plan on responsibilities among the individuals to ensure clarity and flow during the presentation.

Before class, the presenter(s) should immerse themselves in the case by carefully reading the written case and the management decision document. It is crucial for the teacher to have a strong understanding of the case and its intricacies to be able to present it in a clear and structured manner. This is why reviewing the presentation slides and the teaching note is vital to gain knowledge on how the case is most effectively presented.

Introduction phase

The introduction of the case can be made by asking the class if anyone has been to Paris. This initial question sets the scene for the audience and opens a natural conversation in the class. If someone answers that they have, we can follow with asking if they have visited the Louvre Museum. This follow-up question can be modified in the case no one in the class has visited Paris by asking if they know the Louvre Museum. The opening questions aim to create a relaxed atmosphere in the class and a natural way to introduce the case topic.

Discussion Questions

A lively and interactive discussion is essential for students to achieve the learning objectives for this case. For this, we have prepared a structure for the teacher to refer to to support the discussion with additional questions. The discussion phase of the case should begin with the teacher positioning the class as different board members of the Louvre who are attending a crisis meeting shortly after the robbery.

Our main question is:

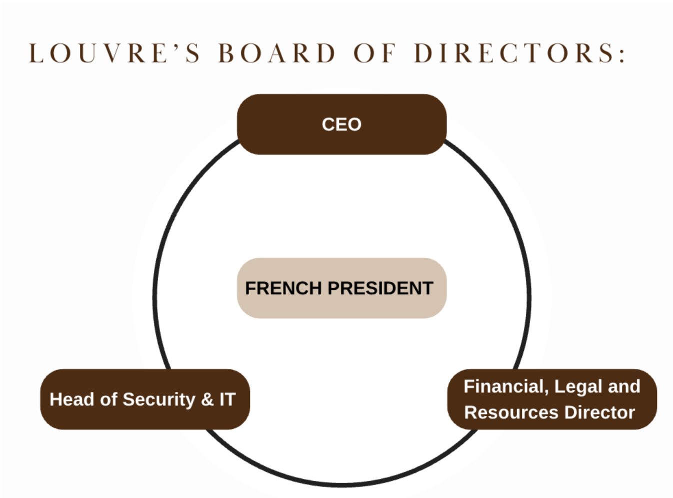
As a board member, how would you respond publicly to protect the Louvre's reputation after the heist?

After initiating the discussion, the teacher should serve as an impartial moderator who facilitates the discussion in class. Below, are supporting questions for the teacher to use in class to keep the discussion flowing.

Supporting questions:

- Do you see the Louvre primarily as a victim of crime or partially responsible for preventable failure?
- How will the public interpret silence versus transparency?
- What information should be disclosed immediately? What information should be withheld; if any?
- How could the viral social media memes louvres communication strategy?
- Does communicating with full transparency strengthen or weaken a prestige brand?
- Does replacing the leadership team signal accountability and responsibility or instability ?

From previous experience in case discussions, it is essential for the teacher to guide the conversation and help the class visualize the management's options after a crisis. The image below provides the possible role allocation for class participants within small groups or pairs – depending on the size of the class. Each of the groups is going to be assigned to one of the four roles: French president, CEO, Head of Security & IT or Financial, Legal and Resource Director. After pairing each group of students with one role, the teacher must hand out the written description for each position to showcase the given characteristics and their individual goals. Allocating different roles acts as strategy to engage the class in a way where everyone can participate and share their ideas in a supportive atmosphere. It ensures the discussion is engaging and encourages diverse opinions.



Possible allocation of roles in class

Role	French President	CEO	Head of Security & IT	Financial, Legal and Resources Director
Description / Goal in this reputation	• Holds the highest supervisory authority and represents the interests of the French state and government. • Appoints key leadership positions, including the CEO. • Views the Louvre as an essential part of France's national identity that must be protected and preserved.	• Leads the executive board and oversees all ongoing activities within the Louvre institution. • Responsible for both long-term strategic direction and daily operational management (e.g., exhibitions, staff coordination, institutional development). • Ensures that strategic decisions are effectively implemented in practice.	• Responsible for the physical security of artworks, visitors, staff, and infrastructure. • Oversees cybersecurity, data protection, and the reliability of IT systems. • Identifies and manages risks such as theft, terrorism threats, cyber-attacks, or technical failure • Coordinates with national security authorities e.g. police and external partners	• Oversees financial planning, budgeting, and resource allocation. • Manages legal matters, contracts, and compliance with regulations. • Supervises international partnerships and resource management. • Ensures financial sustainability and protects the institution's economic interests.

Table of name tags with description

During the discussion the teacher can use a whiteboard and map out a table based on the class discussion and students' thoughts. This will provide structure for mapping out the answers in a clear way. We advise the teacher to carefully plan for the discussion by revisiting the learning objectives and using the provided decision table as guidance.

Conclusion phase

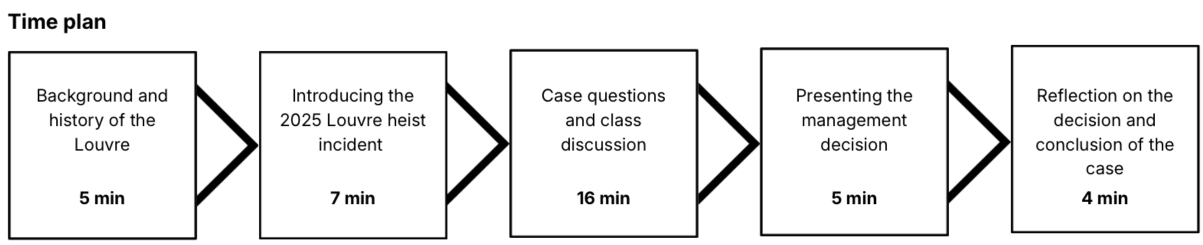
When the discussion phase has ended the teacher should summarize the ideas and key points from the discussion to the class. By using a table as an overview for the different management decision options, the teacher can suggest a vote based on the options presented in the tree.

After the vote, the teacher should move onto the slides in the presentation outlining the actual managerial decision that officials made after the heist. As this case is so recent, we can only include and present what has happened so far, meaning this portion of the presentation might need to be re-evaluated as time goes on.

Time plan

The following time plan gives an overarching idea for the presenter on how to divide the allotted time for different sections of the case presentation. The estimated total time is about 40 minutes, where the first five minutes are spent on the introduction of the case topic by asking if the audience is familiar with the Louvre and continuing with the background and history of the museum.

The next part of introducing the case incident and explaining it to the class should take around seven minutes. From there, the teacher presents the class the key questions and transitions the students to discuss the possible solutions and avenues which the management could take. This time includes the drafting of the table of proposed responses on the whiteboard. Lastly, the remaining nine minutes are reserved for the presentation of the management decision and reflection with the class.



Possible plan for allocating time during presentation

Board plan

The board plan aims to provide a structure for the teacher for the in-class discussion. The following table provides an example of how students' answers can be organized on the whiteboard during the class discussion, with columns representing different board members.

Role	**French President**	**CEO**	**Head of Security & IT**	**Financial, Legal and Resources Director**
How to respond publicly to protect the Louvre's reputation by representing its role and interests:	*ANSWER X*	*ANSWER Y*	…	…

Suggested board plan

After filling up the table during the discussion in class and summing up the different perspectives we suggest the teacher to ask the class which areas they would deem most critical to address and if there is a way to create a cohesive statement to the public. The class may evaluate which statement appear most credible, balanced, and strategically effective. The discussion allows students to reflect on tensions between reputational protection, operational realities, and stakeholder expectations.

The activity makes students experience the challenges of collective decision-making under time pressure. The question creates a discussion reflecting the different board members' priorities and is an engaging way to conclude the section and move onto the managerial decision part of the case.

Reflection

Developing an engaging, relevant and discussion-provoking case from scratch requires a dynamic approach that balances factual accuracy and analytical depth. Prior to our first supervision meeting with our professor Mats Urde, we had prepared case topics which we initially thought were engaging but ultimately lacked novelty. Our determination to present a captivating case to our class initially made it challenging for us to select a topic. This pushed us to investigate multiple industries and engage in substantial research to find a topic with the relevance necessary for an evergreen case. Eventually, we thought of the Isabella Stewart Gardner Museum art heist from 1990 and realized we could create a case from a similar, but more intriguing and recent event: The Louvre Crown Jewelry Heist. The topic fascinates us with its complex layers of history, art and institutional responsibility. We also believed this case would be highly engaging and interesting for the class, as the incident is historically significant and received extensive media coverage.

Writing the Louvre case has been both challenging and rewarding. Our genuine interest in the topic has made it enjoyable to research and the case exciting to compose. The process has presented some challenges, such as finding relevant and accurate sources, given the volume of international media coverage surrounding the incident. Another challenge we faced was examining a cultural institution through the lens of corporate brand management, as identifying key stakeholders and understanding internal management structures was initially complex. Through writing our case we came to realize how a heritage institution like the Louvre is fundamentally rooted in identity of what the organization stands for, what it promises and how it delivers or performs on that promise. The heist highlighted how a misalignment between brand identity and operational reality can erode prestige.

Our group initially approached the case from the viewpoint of a communication problem, questioning media handling, responsiveness and controlling public perception. However, as we dug in deeper, we saw how the crisis went far beyond communication and the ways it fundamentally challenged Louvre's identity as a guardian of cultural heritage. Writing the case, we became more aware how complex crisis management can be when the subject is a national cultural institution.

This assignment has presented a unique and challenging opportunity of applying the theories and concepts of the Corporate Brand Management and Reputation course. It has been insightful to take the perspective of both the teacher presenting the case as well as the students who will be discussing it in class. Through the process of writing this case, we discovered that balancing both perspectives is challenging, yet it has made the experience far more engaging and rewarding.

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