



Information (dis)order: A discussion of the institutional crisis communication plan

(Des)ordem informacional: Uma discussão sobre o plano institucional de comunicação de crise

(Des)orden informacional: Una discusión sobre el plan institucional de comunicación de crisis

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Abstract

The rapid, easy access to information via the internet creates challenges for its control and management. A broad perception of freedom can encourage the creation and dissemination of fake news, a problem that affects both individuals and institutions. How, then, can fake news and opportunistic behavior in the provision of information be eliminated? This teaching case seeks to contribute to the development of skills in analysis, diagnosis, and problem solving; to raise students' awareness of potential threats; to stimulate creativity in decision-making and strategy design; and to foster a sense of responsibility for information and the use of official sources. The events described in the case narrative are inspired by real situations at the Instituto Federal do Piauí (IFPI). Although the story is fictional, episodes of this nature do in fact occur at the institution. The information was obtained from IFPI, particularly from the Communications Directorate and the institution's official website, and from its official Instagram page. The case can be used in undergraduate and lato sensu graduate courses in Information Technology, Social Communication, Administration, and Public Management that address topics such as institutional image, management, crisis, dissemination (and its tools), and strategic communication.

Keywords: *Information Technology, fake news, social responsibility.*

Resumo

O acesso rápido e fácil às informações por meio da internet provoca desafios quanto ao seu controle e gerenciamento. A percepção de liberdade pode favorecer a criação e disseminação de notícias falsas, um problema presenciado por pessoas e instituições. Desse modo, como podemos extinguir notícias falsas e comportamentos oportunistas no fornecimento de informação? Este caso busca contribuir para o desenvolvimento das habilidades de análise, diagnóstico e busca por soluções; despertar o aluno para possíveis ameaças; exercitar a criatividade na tomada de decisões e concepção de estratégias, orientando-o, assim, à responsabilidade pela informação e à consulta de fontes oficiais. Os fatos apresentados no enredo do caso para ensino foram inspirados em acontecimentos reais no Instituto Federal do Piauí (IFPI). Apesar da história ser fictícia, acontecimentos nesse sentido

eventualmente ocorrem na Instituição. As informações são oriundas do IFPI, extraídas através da Diretoria de Comunicação e do site da instituição. A página oficial do IFPI no Instagram também constitui fonte de dados. O caso pode ser utilizado em disciplinas de graduação e pós-graduação lato sensu, nos cursos de Tecnologia da Informação, Comunicação Social, Administração e Gestão Pública, que discutam temas como: imagem institucional, gestão, crise, divulgação (e suas ferramentas), comunicação estratégica.

Palavras-chave: Tecnologia da informação, fake news, responsabilidade social.

Resumen

El acceso rápido y sencillo a la información por medio de internet genera desafíos en cuanto a su control y gestión. La percepción de libertad puede favorecer la creación y la difusión de noticias falsas, un problema experimentado tanto por personas como por instituciones. De este modo, ¿cómo podemos erradicar las noticias falsas y los comportamientos oportunistas en el suministro de información? Este caso busca contribuir al desarrollo de habilidades de análisis, diagnóstico y búsqueda de soluciones; despertar en el estudiante la atención hacia posibles amenazas; ejercitar la creatividad en la toma de decisiones y en la concepción de estrategias, orientándolo, así, hacia la responsabilidad por la información y la consulta de fuentes oficiales. Los hechos presentados en la trama del caso para enseñanza fueron inspirados en acontecimientos reales en el Instituto Federal de Piauí. Aunque la historia sea ficticia, sucesos de esta naturaleza eventualmente ocurren en la Institución. Las informaciones proceden del IFPI, extraídas de la Dirección de Comunicación y del sitio web de la institución. La página oficial del IFPI en Instagram también constituye una fuente de datos. El caso puede ser utilizado en asignaturas de grado y posgrado lato sensu, en cursos de Tecnología de la Información, Comunicación Social, Administración y Gestión Pública, que discutan temas como: imagen institucional, gestión, crisis, divulgación (y sus herramientas), comunicación estratégica.

Palabras clave: Tecnología de la información, noticias falsas, responsabilidad social.

The expansion of social networks is directly associated with the growing use of digital technologies that enable access to these platforms. The Instituto Federal do Piauí (IFPI) has begun to face challenges in managing the information disseminated to its students, staff, and the wider community. Technology directly influences changes in people's behavior and offers convenience by speeding up access to, exchange of, and sharing of content, thereby facilitating communication and promoting social inclusion.

Alongside these benefits, technological resources, especially social media, also become fertile ground for noise and failures in communication. As reported by the newspaper Folha de S. Paulo, "A new wave of fake news, which began in early April, has frightened parents, teachers, and students in all regions of the country, mobilizing the police and even public authorities" (Queiroz, 2022; free translation), as illustrated in Figures 1, 2, and 3. This situation exemplifies the adversities that educational institutions must overcome.

Figure 1

News story published on June 6, 2022

FAKE NEWS

Onda de fake news sobre massacre deixa escolas, famílias e polícia em alerta

Alunos picam ameaças e as publicam nas redes sociais, aterrorizando pais e demandando investigação das forças públicas

Note: Retrieved from Folha de S. Paulo (Queiroz, C., 2022).

Figures 2 e 3

Illegal graffiti with threats in schools, including a school in Santa Catarina



Amoço postado em escola em Santa Catarina - Reprodução

2



3

Note: Retrieved from Folha de S. Paulo, report on graffiti in a school in Santa Catarina (Queiroz, C., 2022)

Fake news frighten parents and students by disseminating false or exaggerated information and creating a climate of fear and insecurity. This can occur in several ways, namely:

1. Misinformation about school safety measures may circulate, such as claims of increasing violent crime or bullying, or allegations that the school is not taking adequate steps to protect students.
2. Isolated cases of violence or inappropriate behavior may be amplified, giving the impression that such events are frequent or widespread and leading parents to believe that the school is unsafe or that their children are at risk.
3. False information about diseases can cause unnecessary panic, particularly during outbreaks of infectious diseases such as COVID-19, including fake cures, exaggerated case numbers, or inaccurate data on symptoms.
4. Conspiracy theories about schools or the education system may be propagated, encouraging parents and students to believe in false narratives and generating a climate of fear and mistrust.

All these forms of fake news are harmful to families and students because they fuel anxiety and unnecessary fear. Therefore, it is essential to seek reliable sources of information and to question news that appears suspicious or exaggerated. Over the years, social media have become strategic tools for communication and information used by a wide range of sectors. Their functionality allows easy access, especially via mobile phones, with broad reach, flexibility, and widespread social penetration.

The Institution

The IFPI operates in 18 municipalities across the state, with 20 campuses distributed from north to south. The institution is composed of the Rectory, 17 campuses, and 3 advanced campuses. It serves the cities of Angical do Piauí, Campo Maior, Cocal, Corrente, Floriano, José de Freitas, Oeiras, Parnaíba, Paulistana, Pedro II, Picos, Pio IX, Piripiri, São João do Piauí, São Raimundo Nonato, Teresina, Uruçuí, and Valença do Piauí. IFPI specializes in offering professional and technological education across different levels and modalities, including higher, basic, and vocational education. IFPI is characterized as multicurricular, multicampus, and decentralized (IFPI, 2020).

Communication at IFPI

The official IFPI profile on Instagram is managed by the Directorate of Social Communication (DIRCOM). However, nearly all campuses have their own official profiles, and new accounts, mostly linked to libraries, academic programs, and institutional projects, continue to appear. These profiles may or may not be officially affiliated with IFPI. This growth complicates information management, especially because there is no institutionalized control over the administration of each new profile.

The official institutional profile has approximately 85,000 followers, representing substantial reach for disseminating institutional information. Nonetheless, 54 additional profiles were identified, beyond the official one, being used for various types of communication.

Circumstantial insomnia

On May 10, 2022, Marcelo entered the classroom preoccupied with the “wave” of fake news circulating during the electoral period. He felt anxious and uncertain about where to find trustworthy information. He had not slept the

previous night while searching for reliable sources that might help guide his voting decision. After arriving late to class, he noticed that all his classmates in the Systems Analysis and Development program were discussing a recently published post from his campus's social media profile. The post advertised an opportunity, particularly aimed at first-year students, to become involved in institutional activities and gain more knowledge. Marcelo clicked the link and registered for the event *Integra IFPI*, held annually by the institution. Following his registration, he began checking the profile more frequently, waiting for further updates.

Discovering a concerning truth

Excited about the event, and unaware of the truth, Marcelo asked his classmate Lia whether she planned to participate as well. She had not heard about the event and decided to investigate. After searching for information, she discovered that the official *Integra IFPI* event would only take place in September. This strongly suggested that the registration link Marcelo had used was fraudulent. Concerned about the effort he had made to pay the registration fee, she immediately contacted him. She knew the news would be disappointing and even alarming, since he had likely lost his money and provided personal data.

— “Marcelo, let me ask you something: how were you directed to the link you sent me for *Integra IFPI*? I’m asking because I became suspicious of the profile name when I tried to register. Then I searched directly for the event name and found that the real profile is not the one you followed, and, on top of that, the event only happens in September. This is a scam!”

— “Lia, that profile asked to follow me, and I accepted. Right away I clicked the registration link. I don’t understand what motivates someone to do this,” Marcelo replied, adding:

— “And many people in my class fell for the scam and paid via Pix. I thought it was strange that I never received a confirmation receipt.”

Lia continued:

— “My friend, just as technology brings advantages, it also serves as a tool for people who want to cause harm. A powerful tool for wrongdoing. Warn your classmates, not only did they lose the registration fee, but something even more valuable: their personal data. It should be easy to confirm; just check the Pix receipt in your account.”

As he considered possible solutions, Marcelo realized that other students beyond his class might also have been targeted, since he and his classmates had shared the registration link in multiple WhatsApp groups.

A moment of empathy

Lia and Marcelo began investigating to understand the situation more broadly. Who might be behind this? What would motivate such actions? How could they address the issue and prevent further harm?

After examining the case, the students discovered that this was not an isolated incident. The individual responsible had created a malicious fake profile used for inappropriate behaviors, including bullying. They identified connections between the fraudulent event profile and other existing accounts used to provoke conflicts, spread gossip, and invade the privacy of students and faculty. Among these were messages containing discriminatory content disguised as jokes, directed at a reserved and introverted classmate. After these findings, Lia and Marcelo felt compelled to act, even though they were not yet sure how.

They and their friends routinely gathered before class in the outdoor courtyard to talk and make plans. In the days following the incident, the scam became the central topic of discussion. One morning, when Professor Antônio, who taught programming, arrived at the campus, he immediately noticed the students' worried expressions and approached the group:

— “Good morning, everyone! Are you having any difficulties? Do you need help with something?”

The students exchanged glances and recognized an opportunity to seek guidance. After listening to their account, the professor advised them to take the issue to the campus administration. They followed his suggestion. After reviewing the case, the campus administration confirmed that other students had experienced distressing or harmful situations originating from the same fake profile that had announced the fraudulent event. Seeking a resolution, the campus director scheduled a meeting with key institutional stakeholders, including the rector, the student support division, the social communication director, and the information technology director.

Technology as an enemy, but not without solutions

The dissemination of fake news is generally intentional, aiming to spread fraudulent and derogatory information about individuals or institutions. The consequences of sharing fake news can be difficult to measure, and may involve invasion of privacy, intolerance, harassment, prejudice, racism, and manipulation. Depending on the severity of the actions taken through the fake profile, they may constitute criminal offenses under penal legislation. Although people may be aware of the potential harms, identifying false information can be challenging.

It is recommended to verify the history and reputation of the source, investigate the origin of the information, analyze previous posts, and check the creation date of the profile. Most fake accounts and websites have been recently

created. Additionally, orthographic or grammatical errors, as well as unusual characters in the profile description, are common indicators of inauthenticity.

During the meeting with the administrative team to determine the best way to address the situation, a central question emerged: How can we manage fake news and opportunistic behavior in the provision of information?

TEACHING NOTES

Summary

This case examines the dissemination of fake news surrounding a fabricated academic event created and publicized with the intent to mislead the public. A fraudulent Instagram profile advertised an event allegedly organized by the IFPI, promising participation from prominent speakers and specialists across various fields. The same profile shared a registration link that required payment via Pix (an instant payment system developed by the Central Bank of Brazil). The announcement quickly attracted the attention of individuals interested in the area, including students, campus administrators, and members of the community.

The false information included exaggerated claims regarding the expertise of the supposed speakers, the expected number of participants, and the event's projected impact on the academic field. However, the fraud was uncovered well before the event's scheduled date, when the student Lya identified the deception and informed her friend Marcelo, who then alerted the campus administration. Despite the scheme being exposed, many individuals were harmed by the dissemination of false information. Beyond the financial loss associated with paying for a fake event, registrants also provided personal data through the fraudulent registration form. The institution initiated legal measures to hold the perpetrators accountable and to prevent similar incidents from occurring in the future.

Case scope

This case aims to demonstrate to students, through a simulated scenario based on events experienced at the Teresina Central Campus of IFPI, the importance and challenges of managing information dissemination amid the rising prevalence of fake news. Although centered on a specific issue occurring on one campus, the narrative introduces students to the broader risks and adversities posed by social media use.

Data sources

The events presented in this teaching case were obtained primarily from real incidents verified at the Federal Institute of Piauí. Although the narrative is simulated, similar situations have been identified across several IFPI campuses and throughout Brazil. The data used in the development of the case were collected through interviews conducted in June 2022 with staff from IFPI's DIRCOM. These interviews targeted journalists and public relations professionals responsible for managing the institution's social media accounts.

Secondary data were collected from the institution's official website, IFPI's Instagram account, news outlets, and various profiles that reference IFPI, such as humor accounts associated with the institution. Data collection, both primary and secondary, occurred between June and September 2022.

Educational objectives and application

The purpose of this case is to prompt reflection on the dangers of fake news and to demonstrate how an institution can defend itself through prevention and recovery strategies. This teaching case can be used in undergraduate and lato sensu graduate courses in Information Technology, Social Communication, Administration, and Public Management, particularly in discussions related to:

- Institutional image
- Crisis management
- Dissemination (and its tools)
- Strategic communication

The case provides a valuable opportunity to explore the themes of "corporate image" and "strategic communication." These topics appear subtly throughout the narrative but are essential for understanding the institutional consequences of the fabricated event, even though they may be more challenging to measure. Below, I outline how these themes may be further examined within the context of the case, based on the information provided and potential extensions of the scenario.

1. **Corporate image:** Corporate image is a central theme in the case, as the fabricated event and the false information disseminated through social media directly affect IFPI's public image. To deepen the exploration of this topic, instructors may engage students in activities and reflections addressing the following aspects:

- i. **Impact of fake news on corporate image:** instructors may discuss how the spread of false information can undermine the public perception of an institution. The fake event, for instance, may lead students, parents, and community members to question IFPI's credibility as well as its ability to manage communication and protect stakeholders.
 - ii. **Reputation management:** The case may include an analysis of how IFPI can protect and rebuild its corporate image following such an incident. Strategies may include issuing official statements, conducting awareness campaigns about fake news, and maintaining transparency in communications with the academic community to restore stakeholder confidence.
 - iii. **Preventive actions to protect corporate image:** The narrative may further explore how IFPI can adopt preventive measures to avoid similar situations. These may include establishing clear policies for managing institutional social media profiles, implementing information-monitoring systems, and training staff to handle communication crises, thereby reducing the risk of reputational damage.
 - iii. **Stakeholder relationships:** Corporate image is shaped not only by the institution itself but also by stakeholder perceptions. The case may examine how IFPI can engage students, faculty, and the community to strengthen its image by promoting a sense of belonging and trust. A positive and supportive institutional environment benefits all stakeholders and reinforces the institution's public image.
2. **Strategic communication:** Strategic communication is essential when managing crises such as the one depicted in this case. To expand this topic, instructors may incorporate the following elements, all of which are critical for effective crisis management:
 - i. **Communication planning in crisis situations:** The case may outline how IFPI can develop a strategic communication plan to respond quickly to crises. This includes defining key messages, identifying spokespersons, and selecting the most effective communication channels to deliver clear and coordinated responses.
 - ii. **Use of social media as a strategic tool:** Although the case notes IFPI's use of Instagram, it may further explore how social media can be leveraged strategically to counter misinformation, disseminate official information, and engage the academic community.
 - iii. **Education and awareness:** Strategic communication involves educating the public on how to identify fake news and the importance of seeking information from reliable sources. The case may present examples of media literacy campaigns IFPI could implement to help students and community members navigate the complexities of modern communication.
 - iv. **Monitoring and rapid response:** The case may examine how IFPI can develop monitoring systems to identify misinformation quickly and respond promptly. This includes using social media analytics and establishing a dedicated crisis communication team.
 - v. **Measuring results:** Strategic communication also requires evaluating the impact of implemented actions. The case may discuss how IFPI can assess the success of its communication strategies, such as increased engagement on social media, reduced spread of fake news, or improved public perception, to guide future improvements.

Integration of the topics into the case

To more effectively integrate the topics of "corporate image" and "strategic communication" into the case, instructors are encouraged to include practical activities and reflective exercises that allow students to apply these concepts. For example, students may be asked to identify risks to IFPI's corporate image arising from the fake event and propose strategies to mitigate them, thereby developing critical thinking and problem-solving skills.

- i. **Risk analysis:** Students should be invited to identify risks to IFPI's corporate image stemming from the fake event and to propose strategies to mitigate these risks. This activity helps them understand the importance of proactive risk management in maintaining a positive corporate image.
 - ii. **Development of a strategic communication plan:** Students may work in groups to design a strategic communication plan for IFPI that includes short-, medium-, and long-term actions. These actions should address the crisis and strengthen the corporate image, encouraging the application of theoretical concepts to real-world scenarios.
 - iii. **Real case studies:** The case may be complemented with examples from other institutions (benchmarking) that have faced similar crises and used strategic communication to protect their corporate image. These examples provide students with valuable insights and lessons learned from real situations.
 - iv. **Crisis simulation:** Students may participate in a simulation in which they assume different roles (such as rector, communication director, student, etc.) and work together to respond effectively to the crisis.

This exercise develops teamwork and communication skills in a realistic and immersive environment.

By detailing and better integrating the topics of "corporate image" and "strategic communication" into the case, the learning experience becomes richer and more closely aligned with the proposed educational objectives. Students

are thus able to develop a set of practical and reflective skills that will be valuable in their professional lives and will be better prepared to navigate the complexities of modern communication and crisis management.

Teaching plan

Through discussion of the case, the aim is to foster the development of analytical, diagnostic, and problem-solving skills; raise students' awareness of potential threats; stimulate creativity in decision-making and strategy design (Alberton & Silva, 2018; Chimenti, 2020); and guide them toward assuming responsibility for information and seeking it in appropriate, official channels.

After reading the case, students will be able to observe the situation, apply their own interpretations, and assess possible options and resources, reflecting on potential outcomes and consequences. According to Silva and Bandeira-de-Mello (2021), reflection in higher education plays a key role in developing skills. The authors emphasize that the process involves not only learning by reception, but also by discovery. They show that, beyond the importance of developing competencies inherent to professional training, it is essential to provide contact with practical experiences so that teaching and professional practice are brought together through innovative teaching strategies.

Pedagogical procedures and discussion questions

Table 1 presents a division of tasks related to the implementation of the case, enabling instructors to conduct the discussion in a structured way while considering the different learning styles present in the classroom (Kolb, 2007; Kolb & Kolb, 2005).

Box 1

Pedagogical procedures for implementing the case

Procedure	Task	Time Required	Execution Method
1. The instructor provides the teaching case in advance for students to read.	Individual report (maximum of two pages).	Up to 7 days for reading the case and submitting the individual report.	Individual (submitted on the day of the case discussion).
2. Students are divided into small groups to discuss possible solutions.	Each group presents its diagnosis to the class, followed by open discussion.	30 minutes.	Report presented as written text and visual slides.
3. Large-group discussion in which all students participate. This should occur during the presentations delivered by the small groups.	The full class contributes to each group's presentation, identifying convergent and divergent points.	10 minutes for each group's preliminary diagnosis.	The instructor invites each group in the audience to provide 5 minutes of commentary.
4. Development of the Strategic Communication Plan.	Small groups must submit a formal document containing the Strategic Communication Plan.	7 days after the case discussion.	Document formatted according to applicable technical standards.

In the individual preliminary report, students should identify the key issues presented in the case, highlight unfamiliar terms and expressions, and draft a preliminary outline of a Strategic Communication Plan addressing the problem. Students are encouraged to explore diverse sources, such as newspapers, academic articles, and books, and may include examples of institutional or professional actions related to the issue, aiming to prevent or minimize potential harm.

Students should analyze the case and prepare an individual diagnosis, which will serve as the foundation for the small-group discussion. The report developed in Procedure 2 should build on the individual diagnoses produced by each student. This structure allows the small group to simulate a crisis management meeting formed as diversely and interdisciplinarily as possible, following instructor suggestions such as:

- a. Academic background
- b. Professional field
- c. Age
- d. Gender

Each group must present its considerations to the class, which will also comment on the points raised. The core challenge in this case involves managing false information disseminated as real and official, which can damage not only students but also the institution's image and reputation. Therefore, it is essential to reflect on the following questions:

- How can fake news be identified?
- How can false information and opportunistic behavior in the provision of information be managed?
- What should be the institution's stance when confronted with fake news?

- Which actions should be taken initially, and which should be prioritized later?
- Is organizational strategy a determining factor in the solution?
- Is it possible to implement monitoring systems to prevent situations like this?

Warm-up (10 minutes): The discussion may begin with a brief summary of the case presented by a student. The instructor may ask whether any student has experienced or witnessed a similar situation, allowing the sharing of narratives that serve as anchors for the beginning of the activity, in accordance with the procedures outlined in Table 1.

Organization of facts (30 minutes): A chart listing the main actors involved in the problem can be used to analyze the role of each actor and the consequences of their actions (Table 2). The chart can help visualize how each solution affects decision-making, considering responsibilities and constraints connected to each role as well as the likely effects produced by each decision.

Box 2

Actors involved in solving the problem

Actor	Influence on decision-making	Impacts of actions	Required resources
Rector			
Campus Director			
Student Assistance Office			
Director of Social Communication			
Director of Information Technology			

At the end of the activity, students should submit a Strategic Communication Plan for grading, containing: a summary and executive overview of the case, risk analysis and action plan, examination of proposed solutions, and a final opinion. To conclude the class, the instructor may ask students to share their perceptions regarding the case and the proposed solution, for example, what captured their attention the most and the main lessons learned regarding management, crisis response, institutional image, and strategic communication. The final 10 minutes of the session should be used for instructor comments and closing reflections.

Theoretical basis for the proposed solution

Social media platforms such as Twitter, Instagram, and Facebook are increasingly used by organizations to reach their audiences, promote products, strengthen brand connections, and reinforce their reputations (Veil et al., 2015). While these platforms offer significant advantages due to their open access and ease of sharing, they also operate as channels through which misleading information, rumors, or hoaxes may spread. The speed with which such content circulates online has become a growing concern, particularly during presidential elections in Brazil and other countries (Bovet & Makse, 2019; Jardelino et al., 2020).

Rumors can be understood as a type of news in which the organization is perceived as a victim of the crisis, rather than its cause. In cases involving rumors or fake news, organizations are often held responsible for situations beyond their control (Coombs & Holladay, 2002). Fake news frequently appears in the form of hoaxes or unfounded claims about an organization. Whether founded or not, rumors can create uncontrollable organizational vulnerability, requiring a swift response. Crisis management strategies within an organizational communication plan aim to diminish stakeholder belief in rumors or false information (Fedeli, 2020; Mills & Robson, 2020).

Because crises differ widely, brands are encouraged to adopt appropriate strategies to protect their image (Johar et al., 2010; Mills & Robson, 2020). The need for response intensifies with the severity of the crisis, as organizations must implement strong actions to educate stakeholders and demonstrate their commitment to resolving the issue. Recognizing that each type of crisis requires a tailored response, Johar et al. (2010) proposed a *crisis communication network* that outlines steps and corresponding responses, such as refuting and discrediting the accuser or the creator of the fake news and filling information gaps with factual, verifiable content.

Crisis management literature suggests that when an organization faces false allegations, a refutation strategy is recommended (Johar et al., 2010; Koller, 1992). This approach is considered an assertive crisis response strategy intended to counter the credibility of the rumor and its source. When an organization is targeted by false information for which it is not responsible, Coombs (2007) and Flostrand et al. (2020) recommend adopting a denial posture, which includes two primary strategies: denial and attacking the accuser.

Under a denial strategy, the organization rejects any responsibility for the crisis, particularly when accusations are unfounded (Johar et al., 2010; Vafeiadis et al., 2020). In situations involving fake news, the organization must refute the misinformation, highlight its lack of accuracy, and assert that the allegations are false.

In the case of the IFPI and the fake event attributed to it, the recommended initial strategy is to deny the false information and present the verified facts, namely, the actual event date and the accurate procedures (official social

media accounts, registration systems, and institutional announcements). Complementary preventive measures include educating the community about fake news and encouraging verification practices.

Following the group discussion and presentation of proposals aligned with each administrative sector's responsibilities, participants identified several actions to prevent similar situations in the future:

- Develop campaigns to raise awareness about fake news and its impacts, designed by the DIRCOM in partnership with the Directorate of Information Technology (DTI), disseminated via institutional email and social media.
- Implement an anonymous reporting channel, provided online through DTI, in partnership with the pedagogical sector, and managed by a designated staff member responsible for receiving and processing reports.
- Organize tools to support fake news identification, developed by DTI.
- Create a support policy for victims, developed by a dedicated committee coordinated by Student Assistance in collaboration with the psychology team.
- Establish a partnership with the Federal Police to train staff in combating the dissemination of fake news and facilitate referrals in severe cases involving IFPI.

Finally, the implementation of a policy outlining consequences for individuals who deliberately disseminate fake news is recommended. This policy should be detailed in a handbook prepared by a specialized committee and approved by the IFPI Superior Council.

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