

The Dynamics of Work Communication of Event Organizers and Vendors as a Learning Process of Non-Formal Education in the Event Industry

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Abstract

Work communication in the event industry is commonly understood as a mechanism for coordinating tasks, managing information flow, and ensuring successful event execution. However, its role as a process of non-formal learning and professional competence development remains insufficiently explored. This study aims to examine how communication between Event Organizers (EOs) and vendors functions as a learning mechanism within the event industry. A qualitative case study approach was employed at Matoa Corner Production, an event organizing and production company in Indonesia. Data were collected through semi-structured interviews, participatory observation, and document analysis involving 10 participants consisting of Event Organizers, vendors, and field crews. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, involving data condensation, data display, and conclusion verification. The findings reveal that work communication operates as a continuous non-formal learning process across three interconnected stages: pre-event communication, event implementation communication, and post-event evaluation. During the pre-event stage, communication facilitates shared understanding, knowledge exchange, and coordination among stakeholders. During event implementation, communication enables collaborative problem-solving, adaptive decision-making, and the development of practical competencies through real-time workplace experiences. Meanwhile, post-event communication supports reflection, knowledge consolidation, and continuous improvement of professional practices. The study demonstrates that communication in the event industry extends beyond operational coordination and serves as a strategic mechanism for workplace learning, knowledge transfer, and organizational capability development. This research contributes to management and workplace learning studies by highlighting communication as an essential organizational resource that supports professional development in dynamic project-based industries.

Introduction

The event industry has become an important component of the creative economy, particularly in Indonesia, where the growth of cultural, business, entertainment, and social events continues to increase. The industry involves complex interactions among multiple stakeholders, including Event Organizers (EOs), vendors, clients, production teams, and technical crews who must collaborate effectively to achieve successful event outcomes (McKenna-Cress & Kamien,

2013; Shah et al., 2026; Roumeliotis et al., 2024). Unlike conventional industries with relatively stable operational structures, event management operates under dynamic conditions characterized by limited preparation time, changing client expectations, and intensive coordination among different professional actors. Therefore, communication becomes a central element that determines how information, responsibilities, and decisions are exchanged throughout event activities (Getz & Page, 2020; Mitchuk et al., 2023; Syifa'urrahmah, 2024; Ştefan et al., 2024). Effective communication is not only required to ensure operational accuracy but also to maintain professional relationships among stakeholders involved in the event production process (Silvers, 2021; Wallace & Michopoulou, 2023; Pavlyuk, 2025; Asbollah et al., 2026).

In event management practices, communication functions as the primary mechanism for coordinating diverse tasks and integrating the expertise of different parties. Event Organizers must communicate concepts, schedules, technical requirements, and client expectations to vendors, while vendors contribute technical knowledge and practical solutions to support event realization. This reciprocal interaction demonstrates that communication in the event industry is collaborative rather than merely instructional (Chukwu, 2023; Syifa'urrahmah, 2024; Sumon et al., 2024; Naseer et al., 2025). Previous research has shown that communication management significantly influences organizational effectiveness by improving coordination, reducing misunderstanding, and supporting better decision-making processes (Robbins & Judge, 2022). Similarly, workplace communication has been recognized as an important factor in increasing productivity because it enables individuals to exchange information, solve problems, and align their actions with organizational objectives (Keyton, 2021; Bristol-Alagbariya et al., 2022; Schiuma et al., 2024; Attah et al., 2024; Woolley, 2026).

However, communication within the event industry is frequently discussed only from an operational and managerial perspective. Previous studies have primarily focused on communication effectiveness, stakeholder coordination, conflict management, and organizational performance (Miller, 2021; Shockley-Zalabak, 2021). These studies provide valuable insights into how communication supports successful event implementation, but they provide limited explanation regarding the role of communication as a process through which individuals develop professional knowledge and competencies. In reality, daily communication between Event Organizers and vendors involves more than information exchange; it includes negotiation, knowledge sharing, problem-solving, and adaptation based on workplace experiences (Saeed et al., 2024; Arya et al., 2026). This indicates that communication may function as an informal learning mechanism embedded within professional activities.

The importance of understanding communication as a learning process becomes increasingly relevant because the event industry requires continuous competency development. Event professionals must possess not only technical skills but also interpersonal abilities, decision-making capacity, creativity, adaptability, and problem-solving skills. These competencies are often developed through direct involvement in real workplace situations rather than through formal education alone (Billett, 2021; Johnson & Majewska, 2022; Islam & Ishaq, 2024; Tembrevilla et al., 2024). Workplace environments provide opportunities for individuals to learn through interaction with colleagues, observation of professional practices, and participation in collaborative activities (Illeris, 2022; Barker Scott & Manning, 2024; Arefian et al., 2026). According to Eraut (2021), professional competence develops through continuous engagement with workplace experiences where individuals interpret situations, apply knowledge, and refine their practices. Therefore, communication between EOs and vendors can be viewed as an important pathway through which professional learning occurs naturally

during event preparation and implementation. The practical relevance of this issue can be observed from various challenges occurring within the Indonesian event industry. Several cases involving conflicts between Event Organizers and vendors have demonstrated that ineffective communication can contribute to operational problems, damaged professional relationships, and decreased trust among stakeholders. One example is the public discussion regarding delayed payments between event organizers and vendors, which involved financial disputes and raised concerns regarding transparency and coordination within event management practices (Instagram, 2024). Although financial factors were central to the issue, such cases also highlight the importance of communication in managing expectations, maintaining collaboration, and preventing misunderstandings between business partners. This situation demonstrates that communication problems in the event industry may have broader consequences beyond technical failures because they influence professional relationships and organizational sustainability.

From the perspective of lifelong learning and non-formal education, professional environments represent important spaces where individuals acquire knowledge outside formal educational institutions. UNESCO (2023) emphasizes that non-formal learning contributes significantly to lifelong learning by providing opportunities for individuals to develop skills through practical experiences and social interaction. In the event industry, learning frequently occurs through coordination meetings, technical discussions, field adjustments, and evaluation processes after event completion. These activities allow individuals to exchange experiences, understand professional standards, and improve future performance. Schön (2022) explains that professionals develop expertise through reflection on actions and experiences encountered in real situations. Thus, communication activities within event organizations may become a continuous learning process that supports professional growth.

Furthermore, workplace learning research highlights that knowledge development is strongly connected with participation in authentic professional contexts. Tynjälä (2022) explains that workplace learning occurs when individuals integrate theoretical understanding with practical experiences through collaboration and problem-solving. Similarly, Billett (2021) argues that workplace participation enables individuals to construct professional knowledge through engagement with everyday tasks. These perspectives suggest that communication is not simply a supporting activity in organizational processes but also a medium through which individuals learn, adapt, and develop expertise. In the context of the event industry, this learning process is particularly significant because professionals frequently encounter unpredictable situations requiring immediate decisions and collective solutions.

Despite the growing recognition of workplace learning and organizational communication, limited attention has been given to how communication practices between Event Organizers and vendors contribute to non-formal learning processes. Existing research tends to separate communication studies from workplace learning studies, resulting in limited understanding of how daily interactions among event professionals facilitate knowledge transfer, competency development, and professional improvement. This gap is particularly relevant in Indonesia, where the event industry relies heavily on collaboration among independent stakeholders who must continuously adapt to different event demands and working conditions.

Therefore, examining work communication within the event industry provides important insights into how professional learning occurs through everyday workplace interactions. This study focuses on the communication dynamics between Event Organizers and vendors at Matoa Corner Production to understand how communication practices contribute to knowledge

exchange, experiential learning, and professional competence development. By positioning communication as both an operational process and a learning mechanism, this study contributes to a broader understanding of how non-formal education occurs within professional environments, particularly in the creative economy sector.

Method

Research Design

This study employed a qualitative research approach using a case study design to investigate how work communication between Event Organizers (EOs) and vendors functions as a process of non-formal learning within the event industry. A qualitative approach was selected because the study aimed to explore participants' experiences, interpretations, and meanings regarding communication practices in their natural workplace environment. Rather than measuring communication effectiveness statistically, this approach enables a deeper understanding of how knowledge exchange, problem-solving, and professional learning emerge through daily interactions among event professionals.

A case study design was considered appropriate because it allows researchers to examine complex social phenomena within their actual contexts. In the event industry, communication practices are strongly influenced by specific organizational conditions, project demands, and collaborative relationships among stakeholders. Therefore, studying communication within a particular event organization provides an opportunity to understand how workplace interactions contribute to learning processes in real-life situations. This research specifically focused on communication activities occurring throughout the event management process, including preparation, implementation, and evaluation stages.

Research Setting and Participants

The research was conducted at Matoa Corner Production, an event organizing and event production company involved in managing various types of events. The research site was selected purposively because the organization represents a workplace environment where intensive communication occurs among multiple professional actors, including Event Organizers, vendors, and field crews. The collaborative nature of its operational activities provides a relevant context for examining how communication functions not only as a coordination mechanism but also as a medium for knowledge sharing and professional development.

The study was conducted from January to May 2026. Participants were selected using purposive sampling, a technique commonly used in qualitative research to identify individuals who possess relevant knowledge and direct experience related to the phenomenon being studied. The selection criteria included participants who had direct involvement in event preparation, event execution, and post-event evaluation processes, as well as having sufficient professional experience in the event industry.

A total of 10 participants participated in this study, consisting of three Event Organizers, four vendors, and three field crews. These participants were selected because they represented different roles involved in event production and could provide diverse perspectives regarding communication practices and workplace learning experiences. All participants had a minimum of two years of professional experience in event-related activities. Participation was voluntary, and all participants agreed to contribute information based on their professional experiences.

Data Collection Techniques

Data were collected through three complementary techniques: semi-structured interviews, participatory observation, and documentation analysis. The combination of multiple data collection methods was applied to obtain comprehensive information and strengthen the credibility of the findings.

Semi-structured interviews were conducted with all participants to explore their experiences and perceptions regarding work communication within event management activities. The interviews focused on several key areas, including communication patterns between Event Organizers and vendors, coordination processes, knowledge exchange, problem-solving practices, challenges encountered during event implementation, and experiences of learning through workplace interaction. Each interview lasted approximately 45–60 minutes and was conducted in a flexible manner, allowing participants to provide detailed explanations based on their personal experiences.

Participatory observation was conducted to understand communication practices as they occurred naturally in the workplace environment. The researcher observed several activities, including coordination meetings, technical briefings, preparation processes, event execution, and post-event evaluation discussions. Through observation, the researcher examined how participants communicated, negotiated decisions, responded to problems, and collaborated during different stages of event management.

In addition, documentation analysis was conducted to support and complement interview and observation data. Documents examined in this study included event schedules, standard operating procedures (SOPs), event rundowns, evaluation reports, and relevant activity documentation. These documents provided additional information regarding communication procedures, workflow organization, and evaluation practices implemented by the organization.

Data Analysis Technique

The collected data were analyzed using the interactive model of qualitative data analysis developed by Asipi et al. (2022). This model consists of three interconnected processes: data condensation, data display, and conclusion drawing and verification. The analysis process was conducted systematically to identify patterns related to work communication and non-formal learning processes within the event industry.

During the data condensation stage, interview transcripts, observation notes, and documents were reviewed and coded to identify meaningful information related to communication practices, knowledge sharing, collaborative problem-solving, and professional learning experiences. Similar codes were then grouped into broader categories to identify emerging patterns.

In the data display stage, categorized information was organized into thematic descriptions and analytical structures that enabled the researcher to interpret relationships between communication activities and learning processes. The final stage involved drawing conclusions and continuously verifying findings by comparing information obtained from different participants and data sources. This process ensured that interpretations accurately reflected participants' experiences and the actual workplace context.

Data Validity and Trustworthiness

To ensure the trustworthiness of the research findings, this study applied several strategies including source triangulation, method triangulation, and member checking. Source

triangulation was conducted by comparing perspectives from different participant groups, including Event Organizers, vendors, and field crews. This process helped identify similarities and differences in how various stakeholders experienced communication and learning processes.

Method triangulation was applied by comparing findings obtained from interviews, observations, and document analysis. The use of multiple data sources enabled the researcher to develop a more comprehensive understanding of the phenomenon and reduce potential bias from relying on a single source of information. Member checking was also conducted by providing participants with summaries of the interpreted findings to confirm whether the researcher's interpretations accurately represented their experiences. Through this process, participants had opportunities to clarify information and ensure the accuracy of the research results.

Result and Discussion

This study examined how work communication between Event Organizers (EOs) and vendors functions as a process of non-formal learning within the event industry. The findings are presented based on three interconnected stages of event management activities: pre-event communication, communication during event implementation, and post-event evaluation. These stages represent different forms of interaction where participants exchange information, construct shared understanding, solve practical problems, and develop professional competencies through workplace experiences. The results demonstrate that communication practices within the event environment extend beyond the transmission of operational instructions and become a continuous learning process embedded in everyday professional activities. Through interviews, observations, and document analysis, the study identified how communication facilitates knowledge transfer, collaborative decision-making, reflection, and capability development among Event Organizers, vendors, and field crews. The following sections describe the findings in detail according to each stage of the communication process.

Work Communication during the Pre-Event Stage: Establishing Shared Understanding and Knowledge Exchange

The findings indicate that communication during the pre-event stage plays a fundamental role in establishing shared understanding among Event Organizers (EOs), vendors, and field crews before the implementation of an event. At this stage, communication is not limited to the distribution of technical information but functions as an initial learning process where participants exchange knowledge, interpret event concepts, and negotiate operational requirements. The communication activities identified during this stage included coordination meetings, technical briefings, clarification of client expectations, division of responsibilities, and synchronization of schedules.

Participants explained that pre-event communication provided opportunities to transform abstract event concepts into practical operational plans. Event Organizers were responsible for translating client expectations into technical instructions, while vendors contributed their professional knowledge regarding equipment, production requirements, and field conditions. This interaction created a reciprocal learning environment where both parties developed a better understanding of each other's roles and expertise.

One Event Organizer explained:

"Every briefing and coordination is actually a learning process. We have to really understand the client's needs and then translate them into technical language that the vendor can understand. If it is not correct, the results can miss the initial concept. From there, we learned to be more thorough and systematic in conveying information."

This statement demonstrates that communication during the preparation stage requires not only the transfer of information but also the ability to interpret, adapt, and reconstruct knowledge according to different professional perspectives. Similarly, a vendor emphasized the reciprocal nature of this learning process:

"We often learn from EO about the concept of the event, while they also learn from us about the technicalities in the field."

The observation results confirmed that pre-event meetings became important spaces for discussion, clarification, and collaborative decision-making. Participants actively discussed technical limitations, potential risks, and alternative solutions before event execution. These findings indicate that communication before an event serves as a foundation for both operational readiness and professional learning because participants acquire new knowledge through interaction and collaborative planning.

Work Communication during Event Implementation: Collaborative Problem-Solving and Adaptive Learning

During event implementation, communication became more intensive, immediate, and situation-dependent due to the unpredictable nature of event operations. Unlike the structured communication process during preparation, communication at this stage occurred dynamically through direct interaction, rapid decision-making, and continuous adjustment to changing circumstances. The findings show that successful event execution depended heavily on the ability of EOs, vendors, and field crews to exchange information quickly and accurately.

Participants reported that communication failures during event implementation could directly influence event quality, including technical errors, delays, and mismatches between planned concepts and actual execution. However, these challenges also created valuable learning opportunities because participants were required to analyze problems, develop solutions, and adapt their professional practices in real time.

One participant stated:

"If the communication is not clear, the impact will be felt immediately in the field. For example, wrong setting, wrong timing, or miscommunication between teams. From there, we learned to go into more detail, take notes, and make sure all parties really understood before execution. So communication is not just talking, but a learning process together."

Another participant added:

"When the event takes place, everything must be fast. We learned firsthand from the changing situation and must find a solution immediately."

These statements illustrate that communication during event implementation becomes a mechanism for experiential learning because participants develop competencies through direct involvement in solving workplace problems. Field observations further revealed that unexpected situations, such as technical adjustments, schedule changes, and client requests,

required continuous coordination among team members. Through these interactions, participants improved their adaptability, decision-making abilities, and practical knowledge.

Work Communication during Post-Event Evaluation: Reflection and Continuous Improvement

The findings demonstrate that communication continues to play an important role after event completion through evaluation and reflection activities. Post-event communication provides opportunities for participants to review the effectiveness of previous work processes, identify weaknesses, and develop strategies for future improvement. Unlike pre-event and implementation communication, which focus primarily on preparation and problem-solving, post-event communication emphasizes reflection and knowledge consolidation.

Participants explained that evaluation meetings were conducted to discuss achievements, identify operational difficulties, and document lessons learned from the event process. These discussions allowed individuals and teams to transform previous experiences into knowledge that could improve future event management practices.

One participant stated:

"After the event is over, we always evaluate with the team. From there, we record what is missing and what has gone well to be improved in the next event."

Another informant explained:

"We do not consider mistakes in the previous event as failures, but learning materials. We usually discuss and find solutions so that in the future it will be neater and more professional."

Observational findings supported these statements by showing that evaluation sessions involved reviewing communication effectiveness, discussing technical obstacles, and developing recommendations for future activities. These recommendations were subsequently incorporated into organizational practices and standard operating procedures. The findings suggest that post-event communication represents a reflective learning process in which professionals transform workplace experiences into improved knowledge and practices. Through reflection and collective discussion, participants strengthen both individual competence and organizational learning capacity.

Work Communication as a Strategic Mechanism of Workplace Learning and Organizational Capability Development

The findings of this study challenge the conventional managerial assumption that communication within the event industry primarily functions as an operational coordination mechanism. While communication is undoubtedly essential for synchronizing tasks, allocating responsibilities, and ensuring event execution, the evidence demonstrates that its organizational value extends significantly beyond these transactional functions. In highly dynamic industries such as event management, communication becomes a strategic mechanism through which individuals interpret situations, exchange experiential knowledge, and collectively develop professional capabilities. This finding is particularly important from a management perspective because organizations frequently invest in formal training systems while underestimating the learning potential embedded in everyday work interactions. The present study demonstrates that workplace communication represents an informal but highly influential learning infrastructure that continuously shapes employee competence and organizational effectiveness.

From the perspective of organizational capability development, the event industry provides a unique environment where knowledge cannot be completely standardized through manuals, procedures, or formal training programs. Events are characterized by uncertainty, time pressure, customized client demands, and complex stakeholder relationships, meaning that professionals must constantly adapt their actions according to situational requirements. In such environments, communication becomes the primary channel through which tacit knowledge is transferred among organizational actors. The findings indicate that Event Organizers, vendors, and field crews do not simply exchange information; they negotiate meanings, share interpretations, and develop collective understanding about how work should be performed. This supports Billett's (2021) argument that workplace learning emerges through participation in authentic work practices, where employees develop competence by engaging directly with real organizational challenges.

The managerial implication of this finding is substantial. Organizations operating in project-based industries should reconsider communication not merely as a support function but as an intangible organizational resource. Effective communication systems create conditions where knowledge can circulate, mistakes can become learning opportunities, and individual experiences can contribute to collective organizational improvement. In other words, communication quality influences not only operational outcomes but also the organization's capacity to learn and adapt. This perspective aligns with Illeris (2022), who emphasizes that workplace learning occurs through the interaction between individuals, social environments, and organizational practices. Therefore, strengthening communication processes should be understood as an investment in organizational learning capability rather than simply a method for reducing coordination problems.

However, the findings also reveal that communication does not automatically generate learning. The learning value of communication depends on the quality of interaction, openness among participants, and organizational willingness to encourage knowledge exchange. In many organizations, communication remains hierarchical, where information flows primarily from managers to operational workers without allowing reciprocal knowledge sharing. Such communication structures may achieve short-term coordination but limit innovation and professional development. In contrast, the event environment observed in this study demonstrates a more collaborative communication pattern, where vendors contribute technical knowledge and Event Organizers contribute conceptual and managerial perspectives. This reciprocal exchange creates a more distributed model of knowledge creation, suggesting that effective management in creative industries requires moving from command-based communication toward collaborative communication systems.

Communication as Experiential Learning in Project-Based Management Environments

The findings further contribute to management scholarship by demonstrating that communication serves as an experiential learning mechanism within project-based organizational environments. Unlike routine operational industries where employees often repeat standardized procedures, the event industry requires continuous adaptation because each project presents different objectives, stakeholders, technical requirements, and unexpected challenges. Consequently, learning occurs through active engagement with changing situations rather than through repetitive task execution. The communication processes identified throughout event preparation, implementation, and evaluation illustrate how professionals continuously transform experiences into organizational knowledge.

During event implementation, communication becomes particularly significant because professionals must respond immediately to emerging problems. The findings demonstrate that field-level interactions between Event Organizers, vendors, and technical crews represent moments where practical knowledge is generated. When participants encounter unexpected technical failures, schedule changes, or client adjustments, they are required to interpret situations collectively and formulate solutions under pressure. These processes reflect Kolb and Kolb's (2021) experiential learning perspective, where knowledge develops through cycles of concrete experience, reflective observation, conceptual understanding, and future experimentation. However, this study extends that perspective by emphasizing the social dimension of experiential learning. Learning does not occur only within individual reflection but emerges through collective communication among interconnected actors.

This finding has important implications for management practice because it suggests that organizations should deliberately design communication spaces that support reflection and knowledge integration. Many organizations focus heavily on pre-event planning but allocate limited attention to post-event learning processes. Yet, the findings demonstrate that evaluation discussions after events represent critical organizational learning opportunities. Through reflection, teams identify weaknesses, preserve successful practices, and develop improved procedures for future projects. From a knowledge management perspective, these evaluation processes allow organizations to convert individual experiences into collective knowledge assets.

The findings challenge the assumption that professional competence is primarily developed through formal education or structured training programs. In creative industries, expertise is frequently constructed through repeated participation in complex work situations. The ability to negotiate with clients, coordinate vendors, solve unexpected problems, and make rapid decisions cannot be fully acquired through classroom instruction. Instead, these competencies develop through continuous exposure to authentic workplace challenges. This reinforces Eraut's (2021) argument that professional knowledge is developed through workplace participation where individuals integrate formal knowledge with practical experience.

Organizations must recognize that experiential learning requires supportive managerial conditions. Without psychological safety, employees may avoid sharing mistakes, reporting problems, or suggesting improvements because they fear negative consequences. Therefore, managers in project-based industries must cultivate communication cultures where problems are treated as learning opportunities rather than individual failures. The ability of an organization to learn from experience depends not only on whether communication occurs but also on whether communication environments encourage honesty, reflection, and collaborative problem-solving.

Repositioning Non-Formal Learning as a Strategic Human Resource Development Practice

The findings provide a broader contribution by positioning non-formal learning as an important component of human resource development within the event industry. Management literature has traditionally emphasized formal mechanisms of employee development, including training programs, workshops, and competency certification. While these approaches remain valuable, the present study demonstrates that significant professional development occurs through everyday workplace interactions. Communication between Event Organizers and vendors represents a continuous learning system where individuals acquire knowledge, refine skills, and develop professional identities through participation (Heydari & Beigzadeh, 2024; Quadri,

2025). This finding is particularly relevant for creative economy organizations, where workforce capability depends heavily on adaptability, creativity, and interpersonal competence. Unlike manufacturing environments where performance may rely strongly on standardized processes, event management requires employees to navigate ambiguity and continuously create solutions. Therefore, organizations cannot rely solely on formal training systems because many essential competencies emerge through practice. Non-formal learning provides a complementary pathway that enables employees to develop context-specific knowledge directly connected to organizational realities (Rojas-Alfaro, 2025; Wijga et al., 2025; Jacklin-Jarvis et al., 2025; Ogwo, 2026).

From a strategic management perspective, recognizing communication as a learning mechanism changes how organizations approach human capital development. Communication should not be viewed merely as a channel for transmitting instructions but as a platform for developing organizational intelligence (Burton et al., 2024; Florea & Croitoru, 2025). When employees exchange experiences, discuss challenges, and reflect collectively, organizations accumulate knowledge that improves future performance. This process contributes to organizational resilience because teams become better prepared to respond to uncertainty and environmental changes.

The findings also contribute to discussions on knowledge management by highlighting the importance of informal knowledge flows. In many organizations, valuable knowledge remains embedded within individual experiences and disappears when employees leave or when projects end. The event industry faces this challenge because each event involves temporary collaborations among different actors. Therefore, establishing systematic communication practices, documentation processes, and reflective evaluations becomes essential for preserving organizational knowledge. Managers should view post-event discussions, feedback sessions, and collaborative reviews not as administrative activities but as strategic mechanisms for maintaining organizational memory.

Communication Challenges as Sources of Organizational Learning and Adaptation

Although the findings highlight the positive role of communication, they also reveal that communication within the event industry is inherently challenging. The dynamic nature of event operations creates conditions where misunderstandings, incomplete information, and conflicting expectations frequently emerge. Rapid changes in client demands, limited preparation periods, and differences in technical understanding between stakeholders can create communication failures that threaten event success. However, this study demonstrates that such challenges should not be interpreted solely as organizational weaknesses. Instead, communication difficulties can become important sources of learning when organizations possess mechanisms for reflection and improvement.

From a management perspective, this finding highlights the paradoxical nature of communication problems. On one hand, poor communication may create operational risks, reduce efficiency, and damage stakeholder relationships. On the other hand, communication challenges can stimulate organizational learning by forcing individuals to reassess assumptions, improve coordination strategies, and develop adaptive capabilities. The difference lies in how organizations respond to communication failures. Organizations that simply blame individuals may repeat the same mistakes, whereas organizations that analyze communication breakdowns can transform failures into knowledge.

This perspective aligns with the concept of the learning organization, where continuous improvement emerges through reflection on experience. Communication failures provide valuable information about weaknesses in organizational systems, unclear responsibilities, or ineffective coordination mechanisms (Yusof et al., 2024). Therefore, managers should establish processes that allow teams to analyze communication problems systematically rather than treating them as isolated incidents.

Practically, event organizations should develop communication protocols that balance standardization and flexibility. Excessive standardization may reduce creativity and responsiveness, while excessive informality may create ambiguity and inconsistency. Effective management requires communication systems that provide clear structures while allowing professionals to adapt according to situational demands. Regular coordination meetings, shared digital platforms, clear responsibility allocation, and structured evaluation processes can strengthen communication effectiveness while maintaining flexibility.

The findings suggest that communication competence represents a strategic capability for organizations operating in uncertain and collaborative environments. Event organizations that successfully manage communication are not only able to deliver better events but also create stronger learning systems, develop more capable professionals, and build sustainable organizational knowledge. Therefore, communication should be positioned as a central managerial concern rather than a secondary operational activity.

Conclusion

This study concludes that work communication between Event Organizers (EOs) and vendors in the event industry represents more than a mechanism for operational coordination; it functions as a strategic process of non-formal learning that contributes to professional competence development and organizational capability building. The findings demonstrate that communication across the pre-event, event implementation, and post-event evaluation stages enables stakeholders to exchange knowledge, interpret complex situations, solve problems collaboratively, and transform workplace experiences into valuable learning resources. Through continuous interaction, participants develop practical expertise, adaptability, decision-making abilities, and shared understanding that cannot be fully achieved through formal training alone. From a management perspective, this study highlights that communication should be recognized as an intangible organizational asset that supports knowledge creation, workplace learning, and organizational resilience, particularly within dynamic project-based industries such as event management. By positioning communication as both an operational practice and a learning infrastructure, this research contributes to a broader understanding of how organizations develop human capabilities through everyday professional interactions. The study also suggests that event organizations should intentionally strengthen communication practices through collaborative coordination, reflective evaluation, and knowledge-sharing mechanisms to enhance both individual performance and long-term organizational effectiveness.

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