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From Knowledge Silos to Collaborative Learning: Redefining Communication in the Hybrid Workplace

From Knowledge Silos and…..
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Abstract

The digital transformation of organizations is a prerequisite for their competitiveness. However, digital transformation often results in the failure of large enterprises to adapt their business model effectively. This paper offers a reconceptualization of the relationship between organizational learning and digital transformation capability by arguing that learning mechanisms need to be formalized and institutionalized if they are to continue supporting adaptability throughout the transformation process. Based on dynamic capabilities theory, this research asserts that successful digital transformation requires not only technological adoption but also strategic alignment, cultural shifts, and knowledge-sharing processes. This paper identifies four strategic capabilities within a sensing-translating-integrating-learning framework that must be developed by organizations at different stages of transformation. The main thrust is on data-driven leadership and evidence-based practice as tools for managing challenges of transformation while underscoring the fact that change management skills can sometimes be more important than technology itself. It further shows that measurement and evaluation should be directed toward the outcomes of transformation—improved client service, positioning of the organization, and financial sustainability rather than merely activity metrics. One critical finding is that organizations often do not realize the promised benefits from digitalization because their learning loops are fragmented across different time spans; even though there is potential in digitalization. Organizations can improve their adaptability to change and competitive advantage by formalizing organizational learning as a core competency and integrating it with dynamic capabilities in increasingly complex digital environments. This integrated approach provides a comprehensive framework for overcoming persistent barriers to successful digital transformation.

Keywords: Knowledge Silos, Collaborative Learning, Hybrid Workplace

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1. Introduction

The hybrid workplace is increasingly becoming a common model that merges various forms of work arrangements. In this environment, workers often find it challenging to establish meaningful relationships and effectively share vital knowledge with colleagues and teams. This difficulty can result in the formation of knowledge silos, where information becomes trapped within departments, creating barriers to collaboration. As a result, organizations are actively exploring and implementing alternative methods of working that can promote better communication, enhance teamwork, and foster a more connected workforce. (Wang, et al., 2022)

Collaborative learning emerges as a highly innovative approach that organizations can leverage in order to effectively reconfigure and enhance their communication methods, while significantly mitigating the negative aspects associated with hybrid work environments. This well-thought-out strategy promotes much better interaction among team members, fostering a more inclusive culture that not only encourages teamwork but also promotes the sharing of valuable knowledge and skills among all employees. By focusing on collaborative learning, organizations can create an environment where employees feel empowered to contribute their ideas and learn from one another, ultimately driving productivity and innovation. (Razmerita & Tan, 2017)

2. The Hybrid Workplace: Context and Challenges

Hybrid work mode raises significant challenges concerning crucial aspects such as communication, knowledge transfer capabilities, and collaborative learning opportunities. The COVID-19 pandemic has notably propelled the widespread adoption of hybrid work strategies across various domains in both the private and public sectors. Hybrid work not only implies a mix of remote and on-site work environments, but it also involves a careful combination of synchronous and asynchronous collaboration methods. (Verma, Venkatesan, Kumar, & Verma, 2023).

Table No.1 shows The Hybrid Workplace: Contextual Foundations and Organizational Challenges

Category	Context	Challenge	Required Organizational Response
Work Structure	Hybrid (remote + on-site)	Coordination complexity	Flexible structural policies
Communication	Synchronous & asynchronous modes	Fragmented communication	Integrated digital platforms
Knowledge Management	Distributed workforce	Knowledge silos	Digital KM systems
Learning Systems	Reduced informal interaction	Weak collaborative learning	Redesigned hybrid learning systems
Employee Autonomy	Flexible scheduling	Alignment difficulties	Governance & coordination mechanisms

As we witness the current trend of returning workers to traditional office settings, many organizations are choosing not to adopt a full-time model. Instead, they are transitioning into hybrid arrangements that typically include an average of 1 to 3 days of remote work, along with flexible options. These flexible arrangements empower workers to make informed choices about their office presence, ensuring that it is as least disruptive as possible while still fostering productivity.

To effectively support hybrid working models, organizations must adapt by modifying their traditional learning and communication systems. This adaptation is vital to ensure they are more accommodating and responsive to the evolving workplace realities, enabling smoother interactions and enhanced knowledge sharing among employees in different work environments. (Wang, et al., 2022); (Razmerita & Tan, 2017)

3. Knowledge Silos: Causes and Consequences

With the rapid pace of globalisation and the continuous advancement of technology, organizations are increasingly becoming vulnerable to the emergence of knowledge silos. In today's globalized environment, where high-technology information transfer occurs seamlessly, information can often become idiosyncratic to a particular organizational unit unless swift measures are taken to prevent such isolation. Knowledge silos refer to isolated pockets of expertise that, while perhaps valuable in their own right, inhibit inter-employee problem-solving, creativity, and ultimately the collaborative spirit that organizations strive for.

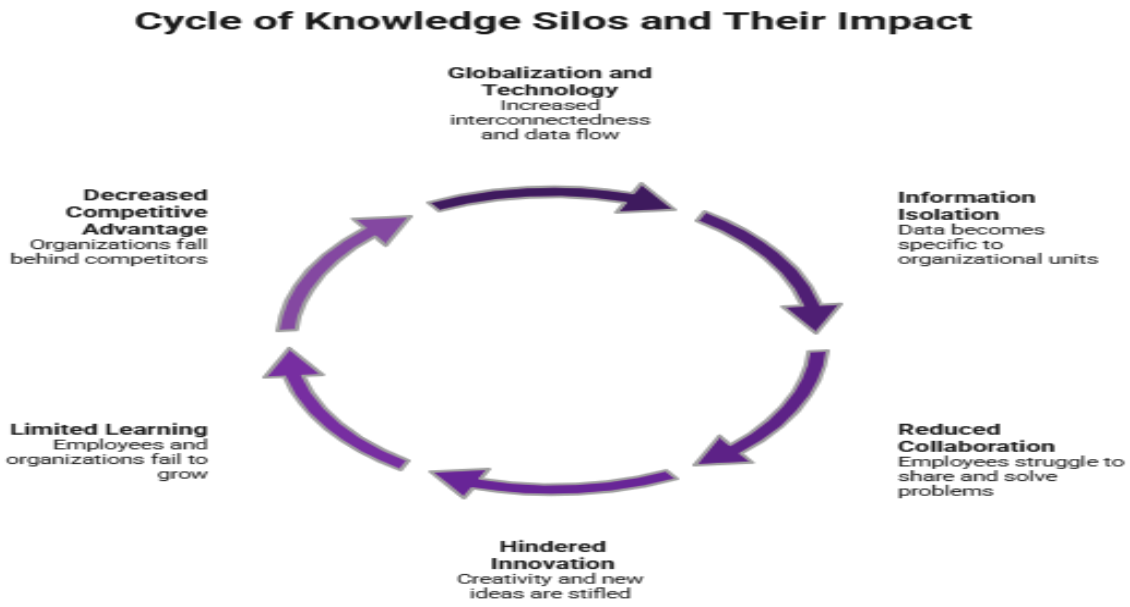


Figure No.1 Cycle of Knowledge Silos and Their Impact

The existence of knowledge silos is often underestimated; they represent significant threats to various crucial aspects such as work capability, collaboration efforts,

collective intelligence, innovation processes, and the implementation of collaborative systems or sharing initiatives.

Moreover, they can detrimentally affect learning capabilities, hinder the development of human capital, and obstruct the enhancement of competitive advantages. This isolation also limits accessibility to additional value and fresh insights from other formal or informal networks that could otherwise contribute to a more enriched organizational knowledge pool. Furthermore, knowledge silos pose serious challenges to commercial innovation, hindering the sharing and usability of important taxonomies and controlled vocabularies, which are essential for capturing valuable tacit knowledge. They diminish the opportunities for encouraging meaningful conversations about work, business strategy discussions, and engaging interactions among students and staff across various faculties. The lack of interdepartmental communication restricts social interactions between different faculties and results in a decreased level of cross-professional dialogue that could foster an environment of unity and collaboration. Addressing these silos is crucial for organizations aiming to enhance their functionality and innovation capabilities in an increasingly interconnected world. (Jeleel-Ojuade, 2024).

Such issues severely limit the organization or collective capability to reach desirable objectives. Knowledge management program continues to overlook or is unaware of knowledge silos might undermine knowledge sharing, collaborative learning, and collective memory building. Silos make the realization of competitive advantages difficult. Employees will not be able to work smart, since information is locked in one siloed area. Employees will not be readily approached by peers to get needed knowledge, since it is never known that these colleagues have the knowledge to fulfill the queries. With knowledge is a strong measurable performance indicator, knowledge sharing gets hindered when knowledge silos appear. Such considerations indicate that knowledge silos could be severe blockages to adaptive learning capability, but vehicle-driven instead of human capabilities still manage to claim half the year with competitive accomplishments or commercial invention outputs. (Nakash, 2025).

4. Collaborative Learning as a Strategic Response

Over the last few decades, knowledge management and organizational learning have gained increasing importance in academic research and management theory. More recently, hybrid working environments, characterized by staff adopting a mix of on-site and off-site working practices, have emerged. Against this backdrop, a prime focus of attention has been the important phenomenon of knowledge silos—distinct pockets of knowledge that are held by individuals or groups within organizations and that remain inaccessible to other individuals or groups. Knowledge silos occur in a variety of contexts, including organizational learning, knowledge management, communities of practice, project-based work, and team-based learning (Fuller, Unwin, Felstead, Jewson, & Kakavelakis, 2007).

Collaborative learning offers particular promise as a strategic response to work-related knowledge silos and related phenomena, such as skills gaps and knowledge hoarding. Indeed, the emergence of new hybrid working environments, the growing popularity of digital and asynchronous forms of collaboration, and indications that staff remain under considerable stress and pressure from workload increases drive the case for establishing and expanding collaborative learning through externally-focused knowledge-sharing policies, processes, technologies, and practices. (Musendekwa, 2025)

4.1. Pedagogical Foundations of Collaborative Learning

Active, student-centered learning—often termed collaborative learning—has been advocated as a means for promoting higher-order comprehension and critical thinking (Rae Chislett, 1996). In contrast to traditional pedagogical models based on the transmission of knowledge, collaborative learning engages students in working with concepts and applying their knowledge in functional ways. The emphasis is placed on the active development of understanding rather than passively receiving information. As the term suggests, collaborative learning relies on students bringing their own knowledge to the learning process and mingling it with the knowledge of others. Collaborative learning has been applied both on- and offline across diverse disciplines; the emergence of personal computer networks in the 1980s emphasized the concept in the context of computer-supported collaborative learning. Most references to collaborative learning consider it interchangeable with cooperative learning, although some distinctions have been noted between foundational and non-foundational approaches. Cooperative learning has been characterized as a structured attempt to promote collaboration, with features such as clear, specified objectives; formation of groups of predetermined size; explicit guidelines for group functioning; and specific, teacher-assigned individual roles within the group that may change each assignment. Cooperative learning is often advocated as particularly suited for primary grades, while collaborative learning is advocated for older students; since the primary audience for the current document is at the post-secondary level, only collaborative learning is described. (Connell, 2025).

Critical to both collaborative and cooperative learning, however, is the encouragement of students to value and recall their existing knowledge. The instructor's role in both approaches is to facilitate discovery among students as they attempt to integrate the new information with their existing understanding and to contribute to the evaluation of both team and individual success. Benefits of collaborative and cooperative learning include increased knowledge through conversation, improved questioning, research, and problem-solving abilities, higher achievement levels, and a more active role in learning. (Gillies, 2023).

4.2. Communication Mechanisms in Hybrid Environments

Effective communication is a prerequisite for collaborative learning. One of the objectives of communication is to achieve an understanding of a common situation, in which the participants have knowledge of each other's statuses as well as the

prospectives of possible changes. Operationally, the concept of situational knowledge can be defined as the refined state of knowledge that is accepted by the group, at a certain instance (Kastberg, 2014). In a hybrid context, communication plays a critically important role during the formulation of groups to guarantee that the gathered participants constitute the right collective for achieving the learning objectives. Once successful, the groups can be set in motion by the educator by opening a first collaborative communication channel, in order to restore the action space of the group, if required.

$$SKt = f(Ct, Gt, It, Kt)$$

Where:

- SKt = **Situational Knowledge of the group at time** ttt
- CtC_tCt = **Communication intensity** (channels, frequency, openness)
- GtG_tGt = **Group configuration quality** (right collective, roles, hybridity balance)
- ItI_tIt = **Interest activation mechanisms** (question-posting, stimulation, feedback)
- KtK_tKt = **Knowledge co-construction processes** (sharing, articulation, synthesis)

Situational knowledge at a given moment emerges as a function of communication quality, group composition, interest stimulation, and collective knowledge production. By choosing a *simple weighted model*. Assume each component is scaled to **0–1** (low → high):

$$SKt = 0.30\ Ct + 0.25\ Gt + 0.20\ It + 0.25\ Kt$$

• Communication **CtC_tCt (0.30)** gets the largest weight because it as the *prerequisite* and the mechanism that keeps the group functioning in hybrid settings.

• Group **configuration GtG_tGt (0.25)** is critical early on ("right collective"), so it deserves a strong weight.

• Interest **activation ItI_tIt (0.20)** is important but more *intervention-based* (used when engagement drops), so slightly lower.

• Co-**construction KtK_tKt (0.25)** is central to collaborative learning outcomes, so it matches group configuration in importance.

Next, the group interest is kept alive by periodically stimulating the collective production of knowledge through the channel. Collaborative learning is primarily concerned with cognitive development of adults. As such, the collective interest can be re-activated or articulated through quasi-hypothetical or hypothetical question-posting

which centrally concerns the synthesis of the ongoing learning group under investigation. (Wolfe, Crompton, Hoffman, & MacPherson, 2023).

Accordingly, interest triggering plunges the learning group from passive status back to activation. At times where communication is ongoing but individual or collective knowledge production is stagnant, the collective attention can be subsequently directed to the articulation, sharing or co-construction of what is at stake within the learning group itself (Heinze & Procter, 2006). By continuously elaborating through semi-open questions the gradual situation knowledge of the group can also be enriched and answered by other group-members, therefore sparking innovative ideas.

Periodic diffusion of gathering occurs by periodically topping-up the individual status of all groupmembers, whether by posting a synthetic or un-synthetic self-feedback about the current learning activity performed within that group, or more generally either work or non-work similar events occurring on their own side (Razmerita & Tan, 2017). To preserve group fluidity in the hybrid setting, knowledge gathered can remain from the particular track put on-hold, and indicators from the 2nd choice explicit gathering-hypothesis can be furthermore attached. Gathering resumes in a given learning situation with a linking back to the overall knowledge produced. A collating-and-diffusion-phase may be freely articulated outside learning tracks, solely formalising emergent traces as group-status indicators.

4.3. Technological Enablers and Their Roles

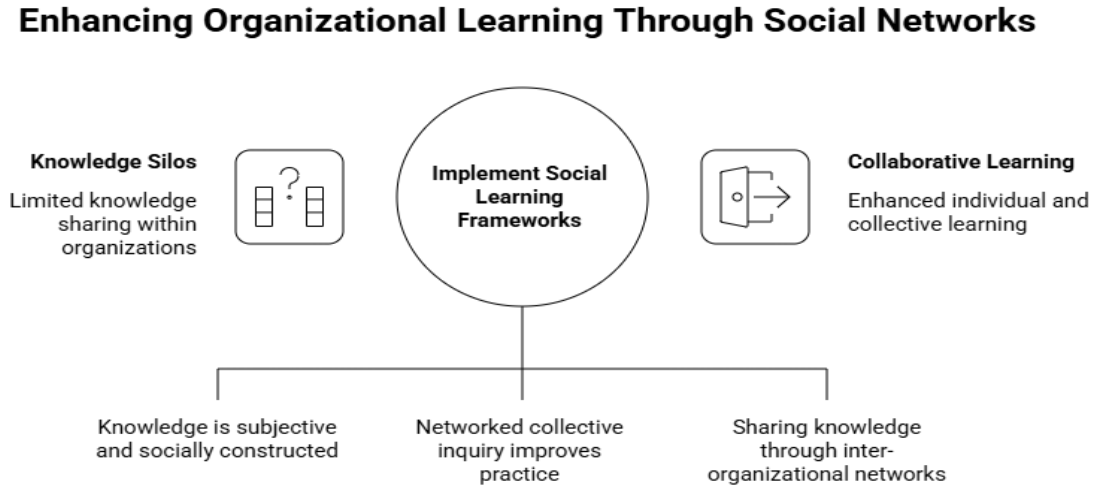
Technological advances—especially in computer networking, social media platforms, and innovative knowledge management strategies—have had an incredibly profound and lasting influence on the design as well as the practical and real-world use of organizational communication systems and knowledge-sharing systems. The emergence of new technological infrastructures and a diverse array of tools not only facilitate the exchange of information but also mediate the flow of knowledge across various settings and contexts, continuously reshaping the formats and types of artifacts and interactions that individuals can share, access, and utilize in a thoroughly collaborative manner. Support for collaborative learning, therefore, resides in a nuanced and sophisticated blend of technological means, which effectively encompass both formal and informal methods of communication. (Tiwari, 2022).

This spectrum includes synchronous and asynchronous modes of work, highlighting the importance of timing and flexibility in collaboration, along with the empowering ability to engage in both multiuser or single-user editing of shared artifacts and resources. Furthermore, this dynamic interplay creates a robust environment that fosters knowledge dissemination and enhances the overall collaborative experience among individuals working within organizational contexts. Consequently, the integration of these advanced technologies has not only transformed communication practices but has fundamentally altered the landscape of collaborative efforts, making them more efficient, engaging, and effective. (Razmerita & Tan, 2017) ; (T. Nosek, 2012).

5. Redefining Communication: Theoretical Frameworks

The effective sharing of existing knowledge and informal learning are important instructional design considerations in any educational context, including organizations. Social constructivism provides a theoretical foundation for understanding organizational learning; communities of practice are now a well-established means of supporting activity in knowledge networks; and in informal learning contexts, the concept of networked learning highlights the importance of knowledge transfer and sharing. These interrelated theoretical ideas are significant for the design of collaborative-learning support in hybrid working environments. (Zamiri & Esmaeili, 2024) Within a workplace setting, learning processes take place in the context of knowledge micro- and macro-networks, with their own competencies and knowledge objects, sometimes aligned, sometimes not. Most learning processes involve knowledge transfer involving sharing, acquiring, and reusing knowledge; the most informal learning takes place through knowledge receptors and transfer agents; and knowledge resides within knowledge objects, facilitating its transfer.

Figure No.2 Shows The Enhancing Organizational Learning Through Social Networks



Learning in knowledge networks occupies a middle ground between at-work, situation-based learning and off-the-job, formal learning (Darics & Cristina Gatti, 2019).

5.1. Social Constructivism in Organizational Learning

Today's work cultures have been affected by the transformation of learning into an ongoing and social practice—shaped by economic demand, workforce characteristics, and technological advances. In the mid-1990s defined as "post corporatism," many organizations are now network based and have a large collaboration in the development of knowledge and ideas (Mølbjerg Jørgensen, 2010). Knowledge remains as capital in the market of ideas, as knowledge created in one organization is re-evaluated and spread

across another organization as change, without getting diluted from a large collaboration (Fuller, Unwin, Felstead, Jewson, & Kakavelakis, 2007).

Forms of social constructivism appear to contain strong propositions with regards to what knowledge is, how knowledge is created, and how knowledge can also be transferred from one organization to another. Knowledge in itself is defined not only materialistic, such as an idea or event documented in a report, but also as a subjective phenomenon that shapes a person's idea and incentives, such as a certain format in presenting ideas. Ideas becomes less known by organizations, when no personnel within the organization transfer the knowledge, hence a limited amount of people—generally only top managers—gather information on what others can provide. (Sinaga & Supriyono, 2022).

5.2. Communities of Practice in Distributed Settings

Communities of practice (CoPs) can play a pivotal role in learning in hybrid settings through networked collective inquiry. CoPs are groups of people who engage in mutual dialogue to improve their practice and are yielding varying pedagogical outcomes in higher education (Lee, 2018) as networked learning takes hold, fostering collaboration, interaction, and social construction of knowledge. Because of the constrained nature of many formal online courses, a wider perspective is called for, paying attention both to participants' existing informal networks and communities that operate beyond the course boundaries. CoPs and the broader conception of learning in hybrid settings that they suggest can provide guidance in shifting from knowledge silos to collaborative learning, imparting the understanding that enhanced individual and collective learning cannot arise from any one course in isolation or from mere participation in prescribed formal activities.

Communities of practice proliferate and thrive not only in conventional formats that operate face-to-face or synchronously but also online and across networks of practice (Mackey & Evans, 2011). Participants–be they teachers or learners–from different institutions can draw on different practices, knowledge, and experience, enhance their own practice, and still advance a particular agenda or focal domain. In hybrid contexts where personnel from various locations form CoPs, learners possess considerable expertise, and they may even join on their own accord without an institutional invitation. The concept of a CoP is less fixed than a community; the boundaries and articulation of both community and CoP vary, with CoPs potentially spanning multiple communities. In higher education, practices in multi-institutional projects indicate that collaborative CoPs can operate at different levels, including institutional or departmental, course or unit, discipline, or national and international.

5.3. Networked Knowledge Transfer and Informal Learning

Networked knowledge transfer, or knowledge sharing through inter-organizational networks, may support informal learning among employees in hybrid work environments. Participation enables individuals to cross fields of expertise and

contribute to new thinking. Members meet, exchange ideas, explore new approaches, and develop relationships and capabilities. Such networks foster motivation and confidence, enhancing the quality of thinking and action within the primary organization. Employees attribute the emergence of new perspectives, fresh ideas, and greater freedom to experiment to their involvement in external networks (Treasure-Jones, Sarigianni, Maier, Santos, & Dewey, 2019). Increases in knowledge and capacity to act are indicators of progress, as is the facilitation of social processes of knowledge creation within the participating organizations.

Exposure to external developments can inspire individuals to change their own work practices and encourage experimentation with new alternatives. Solutions to challenges encountered in the primary organization can often be found elsewhere, yet employees struggle to locate relevant support within their own network. The quality of formal or informal assistance also frequently falls short of their needs. Common practices of knowledge sharing within the workplace, including the use of information repositories and seminar presentations, often fail to satisfy these aspirations. Networks can intervene to broaden the scope of knowledge available. Nevertheless, instead of joining an independent inter-organizational network, employees report a desire to conduct activities related to existing networks—personal, social, or training-related—through the workplace's platforms (Razmerita & Tan, 2017).

The challenge of gathering distributed colleagues on shared topics resonates across various networks. Colleagues appreciate the opportunity to initiate sessions themselves, posing questions or addressing subjects of interest within existing communities. Some networks aim to meet challenges as a team, while others focus on collective exploration of emerging themes or complementary experiences. Initial attempts to engage employees in hybrid modes were highly attractive. The use of online tools enabled certain inter-organizational exchanges among senior personnel to expand to colleagues in the primary organization outside the topic-specific group. (Garg, Gergle, & Zhang, 2022).

6. Implementing Collaborative Learning: Practices and Roadmaps

Emerging hybrid working practices may outlive the recent global pandemic, raising questions about their sustainability, adaptability to different contexts, and drawbacks. Hybrid communication patterns often remain unexamined during the discussion. Enhanced reliance on video-based communication fosters an illusion of collaboration while preserving significant elements of knowledge silos. Two perspectives help illustrate the challenge: the pedagogical principles of collaborative learning, and the role of informal communication in establishing a collaborative culture. (Wu, Antone, DeChurch, & Contractor, 2023)

Restructuring teams to enable hybrid collaborative learning can meet the challenges posed by hybrid organizations and their communication patterns. Despite rotation across diverse organizations, the majority of work remains asynchronous. Hybrid scenarios,

characterized by a lack of co-presence rather than solely alternating between remote and on-site attendance, emerge within even fully "digital-first" organizations. Meetings frequently occur among individuals who already know each other, diminishing the sense of a shared space. The inclusion of newcomers tends to reinforce instead of disrupt existing silos, hampering horizons of engagement and minimizing stimulus for fresh ideas. (Wu, Antone, DeChurch, & Contractor, 2023).

Three considerations facilitate exploration of new arrangements and expand the collaboration repertoire. First, technology becomes a language of thought, influencing both cognitive and social processes. Second, communication acts simultaneously as a means of conveying information and as a medium through which knowledge evolves through engagement with an audience and in reflection of that audience. Third, the operational definition of collaboration comprises joint generation of ideas by combined human cognition through a single document in co-editing mode (T. Nosek, 2012).

The design idea focuses on principles that accommodate the hybrid usage of social infrastructure and tools within asynchronous and non-redundant meetings among familiar participants. An overview of existing designs illustrates the ongoing exploration of the hybrid collaborative learning challenge. Within existing initiatives, the temporal aspect is predominantly underrepresented. Responding to the pervasive spatiality of offline discussions within online meetings conducted via conventional platforms, a shift in perspective toward time appears merited. Three additional aspects feature prominently in hybrid organizational and communication design preoccupations across other initiatives. Together, these six aspects generate a rough taxonomy of design opportunities. (Bozkurt, 2022).

6.1. Design Principles for Hybrid Collaboration

Hybrid workplaces where on-site and remote work coexist introduce unique challenges for employees and organizations alike, among them communication barriers, unequal access to information, knowledge hoarding, and reduced opportunities for "learning by observation" (Wang, et al., 2022). In-person interactions, a great source of unstructured human connection, happen more frequently in informal spots such as kitchens, coffee corners, or hallways outside meeting rooms than in official meeting rooms. In a hybrid setup, these informal exchanges often vanish, reducing chances to both share knowledge and collect insights from others. Such circumstances result in an escalation of knowledge silos that detrimentally influence personal and organizational performances like innovation and resilience.

To effectively alleviate and potentially reverse the various issues outlined previously, an organization may consider actively fostering a collaborative learning culture coupled with a more open and adaptable mindset. Several forward-thinking organizations have already successfully established environments designed to enable the transfer of skills across various silos, which can cover essential areas such as company strategy, software development and programming languages, as well as project management

methodologies and frameworks. The foundational pedagogical approaches, communicative practices, and technological tools utilized by these organizations reflect numerous potential implementation pathways that others may reference and adapt to their specific contexts for improved effectiveness and adaptability. (Subrahmanyam, 2025).

6.2. Organizational Structures and Governance

In contemporary organizations, knowledge and information have gradually shifted from being perceived as a commodity to being recognized as processes that enable the fostering of knowledge networks and social relations. Similarly, "documents," rather than being regarded as mere containers of information are increasingly seen not as resources but as records of the social exchanges. Organizations are viewed instead as dynamic formations that perpetually create relations among individuals with varying interests (Kastberg, 2014).

According to discussions on social media, changes in governance observed in many organizations either lead to or are driven by collaborative and participative processes. Collaborative governance creates superior values and ensures that parties involved in achieving a common purpose are committed to the joint undertaking, thereby increasing the likelihood of longer-lasting ties in these organizations to the benefit of all involved (Razmerita & Tan, 2017). In a context of information saturation, it also provides an aperture for disambiguation. Open government data, crowdsourcing of maps, cooperative actions against anti-social behaviors, and the declaration of collective intentions about knowledge and organizational practices are several examples. Organizational models thereafter adhere more closely to governance processes than to traditional industrialized mechanistics (LODEDO, 2013).

6.3. Measurement, Assessment, and Evaluation

The hybrid workplace necessitates that organizations move from a knowledge-acquisition model to a collaborative-learning model (McGreavy, Gottschalk Druschke, Sprain, L. Thompson, & A. Lindenfeld, 2016). Knowledge silos hinder this transition. Measurement and evaluation play a crucial role in successful collaborative-learning programs (Strijbos, 2011). At the societal level, organizations that are effective in solving complex problems will be more competitive in achieving social change and fostering collective intelligence in a chaotic environment. Creative cooperation enables organizations to navigate social complexities and critically explore transformative possibilities in a constant-open perspective.

In a collaborative learning environment, individual contributions are not only relevant at the group level but also entail an additional learning opportunity to reflect on, explore further, or build upon without impeding the group's progress, risking chaotic participation. Different metaphors of learning, such as development and participation, provide contrasting inspiration for specific feedback and formative assessment strategies from a collaborative-learning perspective. Building on this premise,

measurement, assessment, and evaluation can also refer to collaboration and learning in connection and relationship coordination. Consequently, social network analysis serves as a sound indicator of collaboration and learning quality and effectiveness focused on learning rather than merely quantity. (de Medeiros & Gomes, 2022).

7. Implications for Policy and Leadership

The shift to hybrid working requires organizations to rethink their approach. The increasing reliance on digital communication has enabled significant increases in administrative and transactional interactions. However, such communication does not lead to the development of shared understanding, one of the main consequences of knowledge silos. Consequently, an increase in transactional communication can shift attention to administrative matters and reduce communication related to organizational objectives (Zuzul, et al., 2021). Collaborative learning pedagogy provides a means to realign focus away from transactional activities.

Social media introduces new knowledge management paradigms through formal and informal communication, thus fostering collaboration via various platforms (Razmerita & Tan, 2017). These platforms promote both synchronous and asynchronous cooperation, enhancing knowledge sharing, externalization, and retention. Emerging tools like Podio, Jive, Trello, Yammer, and Slack support communication, collaboration, and project work, influencing work organization and organizational transformation. Technology plays a dual role as both medium and leverage in workplace participation. Without an understanding of the significance of collaborative social platforms on knowledge practices and innovation, organizational evolution cannot be successfully deciphered.

8. Conclusion

The shift towards hybrid workplaces has been extensively reported and discussed in various forums and platforms since the onset of the COVID-19 pandemic. This transformation brings forth a multitude of benefits and advantages for both employees and organizations, fostering flexibility and enhancing productivity. However, it also generates a significant range of new communication challenges that organizations must effectively navigate to maintain cohesion and collaboration. Knowledge silos, for instance, begin to arise when employees relocate to different geographical locations and inadvertently fail to share their expertise, insights, and knowledge with formerly close collaborators who they may have worked alongside more regularly in a physical office environment. As a result, maintaining an open flow of information becomes increasingly crucial to prevent the isolation of valuable knowledge and to ensure that teams remain interconnected and informed.

These silos frequently diminish opportunities for engaging and stimulating discussions, essential brainstorming sessions, and the creative idea development that is vital for fostering continuous learning and innovation within diverse teams. Hybrid workers

often share knowledge about their work tasks and social activities predominantly through the online communication channels that belong to their primary teams, which can inadvertently lead to the emergence of multiple disconnected knowledge spaces. These corresponding knowledge silos can significantly hinder collaboration and unity among team members, ultimately stifling the potential for shared growth and synergy in their collective efforts.

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