

Collaborative Policy Development for Effective, Flexible Working

Linzi Ryan

Maynooth University, Maynooth, Ireland

Linzi.ryan@mu.ie

Abstract: In the post-COVID environment, work flexibility is an increasingly important factor in employee attraction and retention. This new way of working is particularly challenging in the public sector as it is bound by high levels of rules, regulations and bureaucracy. Academic literature on the post-Covid ways of working is limited as the research takes time to catch up to current practices and does not fully capture or address the novel issues currently faced by public sector managers. With the increasing demand for flexible working, it is vital to explore how public sector organisations exploit opportunities and avoid potential risks in this new way of working. Through our empirical study with a public sector organisation, it is argued that the rapid shift to flexible working was possible as it leveraged off the pre-COVID organisational culture. High levels of organic tacit knowledge exchange were possible through staff's physical proximity in the workplace. Under new flexible work practices, this is often no longer the case. For sustainable, effective knowledge exchange, operational policies must capture, consider and support operant knowledge exchange in this new geographically dispersed work environment. Drawing on service design theory and public sector management literature, this study generates managerial and policy learnings, practices, and methodologies for collaborative work policy development. Firstly, we demonstrate that, as traditional operational policies focus on quantifiable, explicit knowledge and communication, a new user-centred approach to policy development is required. It demonstrates the managerial need for *collaborative* policy development, which engages staff in capturing both explicit and tacit knowledge for effective operations. Secondly, it identifies the implications of the loss of tacit knowledge exchange, particularly for staff new to the organisation. It highlights the implications of moving to online forms of engagement and collaboration and the impact on knowledge development and exchange. Thirdly, we show the importance of critical reflection within co-creative policy development. Critical reflection provides staff with opportunities and resources to question old practices, reflect on new practices and construct knowledge collaboratively.

Key words: Flexible Working, Policy Development, Use-Centred Design

1. Introduction

Although COVID initially forced remote working, for many organisations, it also revealed both a capacity to deliver services remotely and the need for a new user-centred approach (Williamson et al., 2022; Gavin, Poorhosseinzadeh, Mahan Arrowsmith., 2022; Palumbo et al., 2022). In the new post-COVID environment, it is becoming increasingly evident that the 9-5 office structure is no longer fit for purpose. Instead, hybrid ways of working - where employees divide their time between work and home - is increasingly becoming the norm in many sectors. While this empowers staff to do their best work and deliver better performance for employers, it presents some knowledge management challenges. Appropriate management practices with supporting workplace policies are required to fully exploit opportunities and avoid potential risks of this new way of working (AlMazrouei and Zacca, 2021; Hammer, 2021). This study focuses on the development of a workplace policy in an Irish public sector organisation, operating in a geographically dispersed hybrid work format. A qualitative research approach provides insight into the changes and challenges of knowledge management in this developing context, through the case study of the development of a workplace policy.

Hybrid working is a particularly difficult task for the public sector as it operates in a complex policy and political environment, with direct political oversight, and high levels of scrutiny and accountability (Hartley and Skelcher, 2008). More recently, the emergence of the 'New Public Governance' model puts emphasis on inter-organisational relationships, networks, collaborative partnerships, participatory governance and multi-actor relations (Krogh and Triantafillou, 2024; Bannink et al., 2024; Huxham and Vangen, 2013; Wu, Ramesh, and Howlett, 2017). This has placed greater emphasis on knowledge generation, sharing and management, within public sector organisations and the development of an organisational culture in which knowledge is valued, shared and utilised for public sector improvement (Karim and Majid, 2022). However, due to the complexity of public sector network, knowledge management has received limited attention (Haque and Turner, 2013; Chen and Hsieh, 2015; Puppim De Oliveira et al., 2015; Abdul et al., 2020).

This research presents an empirical project with an Irish national public sector organisation. Prior to Covid, the organisation operated a traditional 9am-5pm office format for the majority of staff. Due to its national remit, some roles required high levels of travel, but all staff had a base office as their primary base of operation. Covid restrictions – where all staff were required to work from home – demonstrated the organisations ability to work remotely and staff expressed their desire for more flexible work environments as restrictions were lifted. Having previously worked with the researcher on complex organisational issues, HR wanted to take a similar, human-

centred approach to a new workplace policy that was both innovative and flexible in its approach to work parameters. Due to industry-sensitive information, the case study organisation cannot be identified. To provide context, Ireland has eighteen State Agencies or public sector bodies that have a statutory obligation to perform specific tasks on behalf of the Government of Ireland. Each department employs a large number of public sector staff who remain in their positions regardless of changes in Government. State Agency activities include the implementation of national, regional, and local plans and policies, as well as EU plans and policies on the island of Ireland. Of the State Agencies, four - one of which is the focus on this study - are national economic development agencies. Their primary role is to support the long-term sustainable growth of the economic, social, cultural and environmental contributions of Ireland.

This paper details the qualitative methodology taken for the case study. The organisation was chosen for its innovative and flexible approach to work parameters. Data collection was through interviews with managers, and a series of interactive workshops which produced field notes and completed templates. The data was examined through thematic analysis to identify reoccurring patterns and themes related to knowledge management in collaborative policy development and used to generate recommendations for managerial practice.

2. Literature Review

The hybrid work model combines remote working from home and in-person working from an office-based location (Beno, 2021). While it existed before COVID, the pandemic expedited the use of remote work practices for both the private and public sector (Yang et al., 2021). This led many organisations to recognise that employees can work as productively at home as in the office (Lodovici et al., 2021). Hybrid work can be advantageous as it combines the benefits associated with remote work with those of the traditional office. For home-based work, it offers time flexibility, a better work-life balance and reduced commuting time. For office-based work, there is the ease of collaborating and coordinating, building of organisational culture, and greater innovation and creativity (Mortensen and Haas, 2021; Bloom, 2021). For these benefits to be reaped, adopting hybrid work practices requires substantial change across all levels of an organisation. Systems and structures must be adjusted or created entirely to support hybrid work, and policies must be created to ensure all necessary legal requirements are met while utilising the potential benefits of this new way of working (Shepherd, 2022).

To develop effective and appropriate hybrid workplace policies, organisations must understand the necessary changes in staff working behaviour (Harsch and Festing, 2020). Changes in communication - for example an increased reliance on Information Communication Technologies (ICT) - require clear processes and expected norms among team members (Kaiser et al., 2022). Interdependencies between virtual teams must be strengthened to enhance feelings of belongingness of members (Spitzmuller et al., 2023) and processes must be created to effectively manage knowledge across these new communication channels (Li et al., 2022). Organisational culture plays an important role in this change process. By collaborating with staff in the development of goals, organisations can develop holistic strategies and structures that support the changes needed for effective hybrid work (Silvestre, Marques, and Gomes, 2018). Fostering collaboration is recommended as it can build trust between staff and management (Ansell and Gash, 2008; Chugh et al., 2015); promote resources sharing (Purdy, 2012); and reduce potential staff resistance to change (Abrell-Vogel and Rowold, 2014).

With its human-centred approach, governments have increasingly turned to DT as a way of reframing policy issues and generating and testing new solutions to organisational and public problems (Kimbell, 2016; Blomkamp, 2018). DT is suitable for *complex* problems as it offers a broad range of strategies to address open-ended challenges (Dorst, 2011). It enhances innovation, participation, and responsiveness (Parker and Heapy, 2006) by combining various sources of information, constructing it into readily understandable and usable formats, testing and refining solutions, collaborating with multiple actors, and integrating human factors and values into the development process (Olejniczak et al., 2020; Van Buuren et al., 2020). Accordingly, DT has been used as a human-centred approach to shape public policies and knowledge management.

“Knowledge” itself can be roughly divided into two categories, explicit and tacit (Nonaka, 1998). Explicit knowledge comprises numbers and words which can be readily shared. In contrast, tacit knowledge is highly personal and difficult to formalise and communicate (Gamble, 2020). As public sector organisations come under increasing pressure to continually learn and improve (Mc Evoy, Ragab and Mohamed, 2019), processes which utilise and maintain *all* accumulated knowledge within staff are becoming increasingly important (North and Kumta, 2018; Aladwan, Al-Yakoub and Adaileh, 2022). DT is an appropriate approach to this challenge as,

according to most policy scholars, through its collaborative process, it embodies the lessons learned from previous experiences in the development of new or reforming of old policies (Howlett 2019; Hermus et al., 2020; Lewis et al., 2020; Van Buuren et al., 2020). As a result, DT utilises *both* implicit and explicit knowledge to prevent the repetition of past errors and failures. It emphasises the value of understanding participant views and experiences to create a *holistic* approach to knowledge management.

3. Methodology

A qualitative research methodology was used to explore collaborative hybrid work policy development within a public sector organisation and, in particular, the impact of this new way of working on knowledge management. A case study approach was taken as it enabled the researcher to focus on the knowledge dynamics within a single setting and investigate contemporary real-life phenomena through contextual analysis of an environment (Creswell, 2007). This provided a rich context for investigating the knowledge transfer process(es) across multiple staff within a singular team, between teams and across departments working in a hybrid organisation. The limitations of a single case study are acknowledged, with multiple case studies creating more robust insights in a wider context (Yin, 2016). However, theoretical explanations of the data observed within this paper are applicable across similar organisations.

First, primary data was collected through managerial interviews with high-level management and the HR team. This was coupled with secondary data collected in the form of operational documentation. The initial data collection was to provide organisational and sectoral contextual information, and to capture managerial perspectives on current knowledge management practices. This was used to develop a collaborative workshop utilising a DT approach which has been shown to be effective in driving innovative operations, gathering key insights, and as a responsive framework to identify emerging challenges (Mutanen, 2008). The DT process is roughly categorised into two ‘diamonds’ consisting of two phases each (British Design Council, 2019): Diamond 1: Discover and define; Diamond 2: Develop and deliver. For this exploratory study, the developed framework focused on Diamond 1 to gain an understanding of current knowledge management practices and emerging barriers in a hybrid workplace. Though depicted as linear, the process integrates feedback loops as participants learn and evolve their knowledge.

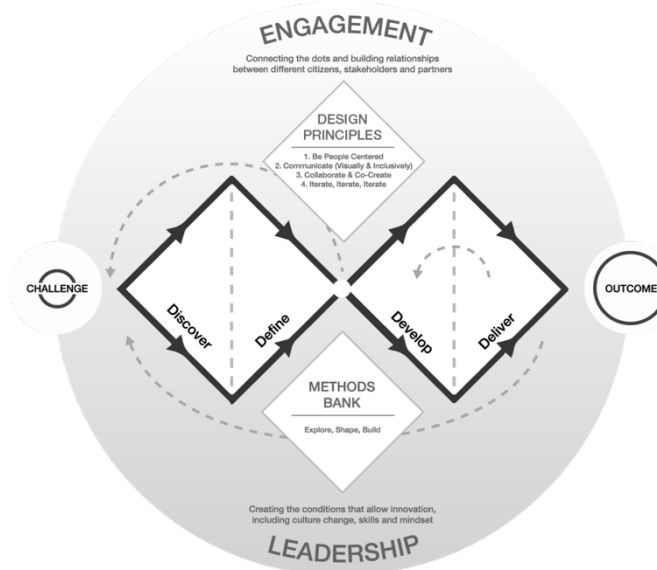


Figure 1: UK Design Council Double Diamond Framework

Secondly, nine workshops were then held with 142 staff, focussing on current knowledge processes (both formal and informal), knowledge transfer gaps and knowledge transfer awareness between new and established members of staff. Each workshop was 4 hours long and was held online to optimise attendance and collaboration in geographically dispersed teams. Participants were asked to complete a variety of tools (detailed in Results) and to provide additional insight/information through open discussion. Feedback loops were used to reflect on the information captured and the inclusion of additional information gained during discussion. Specific time was allocated at the end of each workshop to allow staff to provide feedback, highlight any key issues/considerations not captured in the tools, and ask additional questions. Detailed field notes of the

discussion between participants were taken, and supplementary notes were created immediately after the workshops in a 'debrief' to capture additional perspectives, observations, and thoughts.

Thirdly, the collected data underwent a rigorous analysis process to identify key themes and patterns related to knowledge transfer and management in the organisation. Following Creswell's methodology (2005), field notes and the completed workshop tools were systematically coded using qualitative data analysis software (Nvivo) (Creswell, 2015). Progressive data coding was used by first identifying broad-based codes to avoid premature interpretations. This was then progressively narrowed down to context-specific information, before organising information into themes. Themes were reviewed and refined to ensure their coherence and relevance to the research objective. Finally, themes were interpreted and synthesised to generate a comprehensive understanding of the organisation's knowledge transfer and management processes. This allowed connections, relationships and conversions of one form of knowledge to another to be mapped.

4. Results

This section examines the outcomes of the workshop in relation to knowledge management within the public sector organisation. It identifies key insights of knowledge transfer within this new hybrid way of working such as the impact of lost tacit knowledge transfer on operational flexibility; a link between activity objectives, communication platforms used and the knowledge generated and exchanged; and the impact of hybrid working on informal knowledge exchange within the wider organisational network.

The first phase of the DT framework required staff to document their primary activities. Several key themes emerged from the data analysis of this stage. Firstly, there was a strong relationship between tacit knowledge, conceptual knowledge and procedural flexibility which was overlooked in the transition to a hybrid model. Procedural knowledge – the knowledge of procedures, such as a series of steps or actions to accomplish a goal - and conceptual knowledge – knowledge of general principles, such as *why* each step is part of the process (Rittle-Johnson et al., 2015) - were easily captured by participants. Tacit knowledge - things that are "understood" without necessarily being said - allowed experienced members of staff to utilise procedural flexibility to circumvent barriers or address arising problems. Prior to hybrid working, the transfer of tacit knowledge occurred organically through informal discussion in a shared office space. If faced with a barrier, staff could simply ask colleagues for assistance and/or guidance. When geographically dispersed, informal discussions were significantly reduced. Contacting colleagues through an online platform such as Microsoft Teams had formal discussion connotations and staff were more reluctant to contact colleagues for help through these channels. This was particularly evident for new staff who were heedful of calls as they felt they were disrupting their colleague's work.

The second phase of the DT framework required participants to reflect on and capture the type of engagement most effective for each activity (e.g. face-to-face, online, blended or independent) and, most importantly, *why* this engagement was considered the most productive format. The emerging theme highlighted a link between the activity objective, communication platform and knowledge generation and exchange. Initially, staff believed most tasks could be completed in an online format. On reflection, activities could roughly be divided into three categories: Operational, strategic and independent. Staff believed planning activities that required knowledge generation, such as strategy development, ideation and insight development, required in-person collaboration. For these activities, the importance of ongoing tacit knowledge exchange during informal discussions such as during lunch or coffee breaks; and the impact of 'flowing discussion' for idea generation vs. the more stilted online discussion was recognised. This collaborative form of exchange facilitated analysis of the organisation's internal and external environment; identifying strategic issues based on these analyses; and formulating strategies, goals, and plans to address these issues. In contrast, operational activities focused on the exchange of explicit knowledge, such as project action updates, report generation etc. As information was easily captured and communicated, online delivery was considered appropriate. Similarly, activities completed independently, such as report generation/review and administration activities, could be effectively delivered from a remote location.

The third phase of the DT framework required participants to cross-share insights on their own work practices. This revealed the final theme: the importance of managing knowledge exchange across the full organisational network. The organisation consisted of nine geographically dispersed offices. Staff within a single team could be dispersed between locations, and multiple teams were frequently required to collaborate on projects. This resulted in a complex collaboration and communication network. As discussed in theme one, the increase in remote working impacted the informal knowledge exchange within this already complex organisational

network. During cross-share, the loss of tacit knowledge between teams became apparent. Collaboration between some teams was limited and frequently in a formal format for specific activities. As a result, staff were unaware of some interdependencies between teams outside the scope of their current projects. While this is a relatively new impact caused by hybrid working, in the long-term it has the potential to affect the wider organisational culture as informal exchanges between the employees can create trust, commitment and goodwill for the organisation as a whole (Gooderham *et al.*, 2011).

Overall, the thematic analysis revealed the importance of adapting knowledge management practices for this new way of working within the public sector. The findings emphasised the importance of capturing and facilitating both tacit and conceptual knowledge for organisational efficiency and culture management.

5. Discussion

This contribution provides valuable insights into the dynamics of knowledge management in the public sector hybrid way of working. As this is a relatively new change, there is a gap in the academic literature. These findings assist in addressing this gap by offering practical recommendations for knowledge management in a hybrid organisation for managers and policymakers.

Our first contribution is the identification of the need for human-centred, collaborative policy development. While organisational collaboration has proven difficult in the public sector (Kivleniece and Quelin, 2012), this project demonstrated that a comprehensive understanding of the organisational and staff needs can be established by engaging with the wider body of staff. The collaborative tools and open discussions created a shared organisational vision, and a holistic account of operational and knowledge requirements, both tacit and explicit. From a staff perspective, the process provided a structure for critical reflection on pre- and post-COVID operations, cross-sharing of experiences from different perspectives (e.g. new versus established staff), and a platform to voice their opinions to high-level management. From a managerial perspective, it provided a systemic and holistic understanding of the organisational operations, and how staff, knowledge and resources were integrated within the organisational system. In addition, it provided insight into the cultural impact of this new way of working, which is considered one of the most crucial factors in successful knowledge management (Robinson *et al.*, 2005), highlighting the need for support structures to strengthen the relationship between teams and to instil a positive approach to knowledge sharing and recognition.

Our second contribution is the identification of reduced access to tacit knowledge and its impact on organisational conceptual knowledge and procedural flexibility. Procedures are clearly documented, conveying procedural information, e.g. facts and details. In practice, there were a diverse range of projects within the organisation requiring collaboration across multiple teams, resulting in a degree of variability within these procedures. Prior to hybrid working, tacit knowledge on how to utilise procedure flexibility for project variations was done organically through discussions in a shared workspace. The impact of hybrid working on this tacit knowledge exchange was underestimated and highlighted the potential for long-term impact on organisational output, e.g. a lack of understanding of procedural flexibility resulted in process delays. Put simply, it is not sufficient to assume that tacit knowledge is accessible and free-flowing in this new way of working. Organisations must proactively support tacit knowledge exchange to fully exploit this valuable asset for organisational efficiency, and innovative workplace solutions. *Tacit learning* must become a key organisational staff activity - consisting of dialogue and structured reflection (Bohm, 2012; Fahrenbach, 2023) – which is interwoven into staff activities, and is communicated and actively supported as a key organisational output.

Our third contribution highlights the impact of ICT on tacit knowledge transfer and knowledge generation. While research highlights the importance of adopting ICT technologies to develop adaptable, efficient and effective business operations (Chatterjee *et al.*, 2022), ICT also impacts staff's collaborative actions and outputs. Within the organisation studied, staff initially believed that all activities could be completed online, as activities continued throughout the COVID lockdown when in-person meetings were not permitted. On reflection, staff recognised that this was facilitated by the knowledge and relationships established prior to COVID. Organisations must recognise the value of tacit knowledge exchange in collaborative activities and provide guidance and support for *adaptive* collaborative practices. Categorising activities based on their levels of discussion, tacit knowledge exchange and knowledge generation would provide guidance on appropriate collaborative formats and highlight the need to manage both explicit and tacit knowledge within the organisation.

Finally, the insights gained from the case study highlight the need for a new deliberate knowledge transfer strategy that accounts for the changing communication dynamics and channels across the wider organisational

network. Within the case study, the organisation had a complex communication network with projects crossing multiple teams and departments. This was further complicated by geographically dispersed departments and teams, typical of an Irish public sector organisation implementing and managing nationwide projects. Online communication platforms have the potential to effectively capture, organise, store, and share explicit knowledge across the service network (Igbinovia and Ikenwe, 2018). With the changing communication dynamic of the hybrid workplace, effective management of these platforms can streamline the transfer of explicit and operational knowledge across the service network, thereby freeing up time for in-person tacit knowledge exchange and generation.

Based on these findings, we recommend several practical managerial practices for hybrid organisations to optimise their knowledge management. The research highlights the importance of a culture of knowledge-sharing with multiple channels of knowledge exchange and generation. Knowledge transfer processes should be provided on the operational (explicit) and strategic (tacit) level. Operational guidelines based on the activity requirement can provide guidance on the appropriate communication format. In addition, as organisations frequently rely on their managers to ensure that a hybrid work model is successfully implemented, leadership competency training should be provided to support and reinforce the communication and collaboration channels in this new way of working.

6. Conclusion

By working with a public sector organisation on an empirical piece of research, this project provides valuable insights into the impact of hybrid work practices on knowledge management. The findings contribute to the literature by expanding the understanding of hybrid organisational communications, and provide practical recommendations for managers and policymakers in similar situations. Ultimately, knowledge is a key contributing factor in the development of effective, efficient and innovative operational solutions. The recommendations present a holistic approach for knowledge management in the post-COVID hybrid workplace.

There are some limitations to the case study. It adds to the limited body of empirical research within the public sector, but it is based on a single case study. Additional work is required to extrapolate the findings across multiple contexts. Regardless, the findings contribute to the existing literature on knowledge management in hybrid organisations and offer valuable, practical recommendations for public sector managers in this new environment. Similarly, public sector organisations are increasingly engaging with external stakeholders in collaborative governance. Similar research is required on the impact of hybrid work on the external communication and knowledge management with these third parties, and how best to operate in this new dynamic.

To conclude, knowledge management is a critical activity for hybrid public sector organisations for effective, and efficient operations. By understanding the nature of knowledge generation and transfer, both formal and informal, tailored strategies, processes and supports can be developed to ensure it is exploited to its full potential.

References

- Bannink, D., Sancino, A., & Sorrentino, M. (2024). Governance without we. Wicked problems and collaborative governance. *Public Policy and Administration*, 36(3), pp 397-413.
- Creswell, J. W. (2007) *Qualitative inquiry and research design: Choosing among five approaches*, 2nd ed, Thousand Oaks, CA, US, Sage Publications, Inc.
- Chugh, R., Wibowo, S. & Grandhi, S. (2015). Mandating the Transfer of Tacit Knowledge in Australian Universities. *Journal of Organizational Knowledge Management*, 2015(1), pp 1-10.
- Devaney, S. A. (2016) Yin, R.K. (2016). *Qualitative Research from Start to Finish*, Second Edition. New York: The Guilford Press. ISBN: 978-1-4625-1797-8. 386 pp. *Family and Consumer Sciences Research Journal*, 44, pp 324-325.
- Dorst, K. (2011) The core of 'design thinking' and its application. *Design Studies*, 32(1), pp 521-532.
- Fahrenbach, F. (2023) How the validation of prior learning can be used to assess entrepreneurial human capital investments and outcomes. *European Journal of Training and Development*, 47(1), pp 1-14.
- Gavin, M., Poorhosseinzadeh, M., & Arrowsmith, J. (2022). The transformation of work and employment relations: COVID-19 and beyond. *Labour and Industry*, 32(1), pp 1–9.
- Goederham, P., Minbaeva, D. & Pedersen, T. (2010) Governance Mechanisms for the Promotion of Social Capital for Knowledge Transfer in Multinational Corporations: Promotion of Social Capital. *Journal of Management Studies*, 48(1), pp 123-150.
- Hammer, L. B. (2021) The Interplay of Workplace Redesign and Public Policy in the 21st Century. *American Journal of Public Health*, 111(1), pp 1784-1786.

- Haque, M. S. & Turner, M. (2013) Knowledge-Building In Asian Public Administration: An Introductory Overview. *Public Administration and Development*, 33(4), pp 243-248.
- Harsch, K. & Festing, M. (2020) Dynamic talent management capabilities and organizational agility—A qualitative exploration. *Human Resource Management*, 59(1), pp 43-61.
- Hartley, Jean and Skelcher, Chris (2008). The agenda for public service improvement. In: Hartley, Jean; Donaldson, Cam; Skelcher, Chris and Wallace, Mike eds. *Managing to Improve Public Services*. Cambridge: Cambridge University Press, pp 1–24.
- Hermus, M., van Buuren, A. and Bekkers, V., 2020. Applying design in public administration: a literature review to explore the state of the art. *Policy & Politics*, 48(1), pp 21-48.
- Howlett, M. (2019) *Designing public policies: Principles and instruments*, Routledge.
- Huxham, C. & Vangen, S. (2013) *Managing to collaborate: The theory and practice of collaborative advantage*, Routledge.
- Igbinovia, M. & Ikenwe, I. (2018) Knowledge management: processes and systems. *Information Impact: Journal of Information and Knowledge Management*, 8(3), 26-38.
- Kaiser, S., Süß, S., Cohen, R., Mikkelsen, E. N. & Pedersen, A. (2022) Working from home: Findings and prospects for further research. *German Journal of Human Resource Management Zeitschrift für Personalforschung*, 36(3), pp 205-212.
- Karim, D. & Majid, A. (2022) Opportunity-enhancing HRM practices and knowledge sharing behaviour: the mediating role of public service motivation. *International Journal of Knowledge Management Studies*, 13(4), pp 359-383.
- Kimbell, L. (2016) Design in the Time of Policy Problems.. *Design and Research and Society: Future-Focused Thinking*. Brighton UK.
- Kivleniece, I. & Quelin, B. V. (2012) Creating and capturing value in public-private ties: A private actor's perspective. *Academy of management review*, 37(2), pp 272-299.
- Krogh, A. H., & Triantafillou, P. (2024). Developing New Public Governance as a public management reform model. *Public Management Review*, pp 1–17.
- Lewis, J.M., McGann, M. and Blomkamp, E., 2020. When design meets power: Design thinking, public sector innovation and the politics of policymaking. *Policy & Politics*, 48(1), pp111-130.
- Li, Y., Wang, Y., Wang, L. & Xie, J. (2022) Investigating the effects of stakeholder collaboration strategies on risk prevention performance in a digital innovation ecosystem. *Industrial Management & Data Systems*, 122(9), pp 2045-2071.
- Lodovici, M. S., Ferrari, E., Paladino, E., Pesce, F., Frecassetti, P. & Aram, E. (2021) The impact of teleworking and digital work on workers and society. *Study Requested by the EMPL Committee*.
- Mc Evoy, P. J., Ragab, M. A. F. & Arisha, A. (2019) The effectiveness of knowledge management in the public sector. *Knowledge Management Research & Practice*, 17(2), pp 39-51.
- Mortensen, M. & Haas, M. (2021) Making the hybrid workplace fair. *Harvard Business Review*, 24(1).
- Mutanen, U.-M. (2008) Developing organisational design capability in a Finland-based engineering corporation: the case of Metso. *Design Studies - Design Stud*, 29(5), pp 500-520.
- Nonaka, I. (1998) A Dynamic Theory of Organizational Knowledge Creation. *Organization Science*, 5(1), pp 14-37.
- North, K. & Kumta, G. (2018) Context Specific Knowledge Management Strategies, In: *Knowledge Management*, 2(6), pp 201-242.
- Olejniczak, K., Borkowska-Waszak, S., Domaradzka-Widła, A. & Park, Y. (2020) Policy labs: the next frontier of policy design and evaluation? *Policy & Politics*, 48(1), pp 89-110.
- Palumbo, R., Fakhar Manesh, M. & Petrolo, D. (2022) What makes work smart in the public sector? Insights from a bibliometric analysis and interpretive literature review. *Public Management Review*, pp 1-26.
- Parker, S. & Heapy, J. (2006) The journey to the interface. *London: Demos*.
- Puppim De Oliveira, J. A., Jing, Y. & Collins, P. (2015) Public Administration for Development: Trends and the Way Forward. *Public Administration and Development*, 35(1), pp 65-72.
- Purdy, J. M. (2012) A framework for assessing power in collaborative governance processes. *Public administration review*, 72(3), pp 409-417.
- Rittle-Johnson, B. & Schneider, M. (2015) Not a One-Way Street: Bidirectional Relations Between Procedural and Conceptual Knowledge of Mathematics. *Educational Psychology Review*, 27(1), pp 587–597.
- Robinson, H. S., Carrillo, P. M., Anumba, C. J. & Al-Ghassani, A. M. (2005) Knowledge management practices in large construction organisations. *Engineering, Construction and Architectural Management*, 12(5), pp 431-445.
- Shepherd, L. (2022) Be aware of legal challenges with hybrid work. Available from: <https://www.shrm.org/resourcesandtools/legal-and-compliance/employmentlaw/pages/hybrid-work-legal-challenges.aspx> [Accessed 3rd April 2024].
- Silvestre, H. C., Marques, R. C. & Gomes, R. C. (2018) Joined-up Government of utilities: a meta-review on a public–public partnership and inter-municipal cooperation in the water and wastewater industries. *Public Management Review*, 20(4), pp 607-631.
- Spitzmuller, M., Xiao, C. & Woznowski, M. (2023) Managing team interdependence to address the Great Resignation. *Personnel Review*, 52(2), pp 425-433.
- Van Buuren, A., Lewis, J. M., Guy Peters, B. & Voorberg, W. (2020) Improving public policy and administration: exploring the potential of design. *Policy & Politics*, 48(1), pp 3-19.
- Williamson, S., Pearce, A., Connor, J., Weeratunga, V. & Dickinson, H. (2022) The future of working from home in the public sector: What does the evidence tell us? *Australian Journal of Public Administration*, 81(1), 640-648.

Wu, X., Howlett, M. & Ramesh, M. (2017) *Policy capacity and governance: Assessing governmental competences and capabilities in theory and practice*, Springer.

Yang, L., Holtz, D., Jaffe, S., Suri, S., Sinha, S., Weston, J., Joyce, C., Shah, N., Sherman, K. & Hecht, B. (2021) The effects of remote work on collaboration among information workers. *Nature Human Behaviour*, 6(1), pp 43-54.

Yin, R. K. (2015) *Qualitative research from start to finish*, Guilford publications.