

Human Resources Supporting Innovation in the Public Sector: The Case of Kosovo

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Abstract

This research looks at the current condition of human resources involved in the process of public sector innovation in Kosovo. This study is exploratory and a mixed methodology is used, while findings are compared and contrasted with the current state of knowledge. Findings clearly indicate that public sector institutions in Kosovo lack on adequate human resources that have obtained a university degree. Moreover, public sector institutions in Kosovo have shown resistance in involving staff in innovation teams and thus causing lack of motivation among staff to be creative in problem solving. Another interesting finding is the increase of trainings provided to staff on issues regarding implementation of innovations, however, the degree of trainings provided to staff is not satisfactory. Findings indicate that financial constraints were the reason behind the low degree of trainings provided to staff. The main areas where trainings were mostly provided include the development and implementation of new or improved communication methods and new or improved services. In addition to the findings, this research enriches and extends the current knowledge of human resources supporting innovation in the public sector domain. Finally, this is a unique contribution to Kosovar academics and public policy professionals.

Keywords: Human resources; public sector; innovation; Kosovo.

JEL Classification: O30, O31, M00.

1. Introduction

The definition of innovation has been and is an area of interest to both researchers and practitioners. It is considered that the way innovation is defined within an institution will further determine what activities will take place in that institution. It is of paramount importance for an organization to understand the process of innovation since it will primarily have an effect on its long-term success (Ioan et al., 2000). According to Mulgan and Albury (2003), innovation in the public sector is defined as the creation and implementation of new processes, products, services and methods of delivery, which will primarily have an effect on the

efficiency, effectiveness and quality of outcomes. In the public sector, the most common innovations are incremental innovations, which are minor adjustments to existing practices, while disruptive innovations are rare and result in considerable changes (Albury, 2005; Perrin, 2002). The main reason for this differentiation is the public sector's risk aversion towards change (McDonald, 2008; Joyce; 2007; Perrin, 2002).

Studying the scope of innovation is of paramount importance in transition economies specifically due to the impact that innovations have in fostering economic growth and job creation (Kuester et al., 2013). Public sector organizations around the globe are becoming aware of the importance that innovation has in their performance and this especially has come true with the increase in the complexity of the environment. This complexity is very common in Western economies where population is aging, economic growth is declining, service needs are growing due to shifts in population, etc. (Kallio, 2013; Steen, 2009). Like the private sector, the public sector throughout Europe faces budgetary constraints, and only by innovation, the public sector may ensure maximum output from the input used. Innovations may also be used to deal with unknown problems by developing original techniques of finding effective and efficient solutions. Innovation is mostly associated with the private sector, because the public sector often neglects to develop an environment, which promotes innovation (Hipp and Grupp, 2005).

Therefore, addressing the issue of public sector innovation in transitional countries is indispensable. Supporting innovation in the public sector of transitional economies contributes in achieving economic advantages, poverty reduction, harmony and institutional stability (Batalli, 2011). In this study, however, the focus is on the human resource factor supporting innovation practices in the public sector, with focus on the case of Kosovo.

The research objectives for analyzing the query are:

- O1. Discover and review staff education, staff involved in innovation teams and staff training related to the implementation of innovations;
- O2. Compare and contrast the current condition of human resources supporting innovation in the public sector of Kosovo, with the existing literature.

2. Literature review

Innovation has become an area of interest to both researchers and practitioners (Hartley 2005; Moore 2005). Innovation is vital in facing modern challenges (Morris, 2013). Innovation in the public sector is the generation and

implementation of new ideas, which may be totally different from what is known until recent (McDonald, 2008). The public sector has recognized the necessity that its operating context requires a culture of innovation, which pursues innovative actions through acknowledging ideas from staff, management and clients. Moreover, due to a reduction in workforce capacity, as well as the increase in need for solving problems that public sector institutions didn't face before has amplified the need for supporting innovation in the public sector (Steen, 2009).

Focusing on the human capital, the literature supports that human resources are an integrative part of the innovation process. People are the key factors that enable and boost innovation through idea generation, processing and realization (Crook et al., 2011; Alpkhan et al., 2010). Human resource based practices that lead toward innovation are subjects to trainings, involvement of employees, communication flow, the rewards system and related activities (Fadhilah and Ramayah, 2012). According to Herrmann and Peine (2011) one of the preliminary factors that foster innovation are employee skills, which allow organizations to come up with innovations.

Miller (2009) claims that the starting point of innovation performance related to people is the process of recruiting fitting employees. This is the part where companies must pay attention in discovering talented and creative employees. In return, creative employee will easily comprehend innovation and nurture innovation culture in an organization.

Authors have defined eight features that contribute to developing a culture of innovation in the public sector. In this paper we will only include the features that discuss the inclusion of human resources in supporting innovation in the public sector. These features are:

1. Top management's support;
2. Rewards and awards;
3. Diversity of staff;
4. Innovation is everyone's responsibility;
5. Experimentation;
6. Use of teams (Albury, 2005; Hartley, 2005; Moore, 2005; Borins, 2001).

2.1. Top management's support

Research has entitled the prerequisite for public sector organizations to be more flexible and adaptable in today's fast changing environment (Sarros et al., 2008). The change within an organization must come from an individual or group, however top-managements support to change plays a crucial role in achieving a successful alteration (Fernandez and Rainey, 2006). Researchers agree that

support from top management regardless of the sector is compulsory in developing a culture of innovation in that particular sector (Adams et al., 2006; Gadot et al., 2005). It is a fact that the top management is responsible for whether an organization becomes more innovative or not. Damanpour and Schneider (2006) state that top managers are those who influence the outcomes of an organization. Therefore, an innovation culture is successfully achieved through top management's commitment by supporting and positively influencing their employees, by giving them the space and time to brainstorm with their colleagues and as a result foster creativity and innovation.

It is required by the top-management to support their top-level career civil servants by promoting them, providing to them incentives, etc., which in default would motivate and make employees in the public sector feel important (Fernandez and Rainey, 2006)

2.2. Rewards and awards

Many authors have talked about the importance of rewards and awards in fostering innovation (Kopelman et al., 2011; Rosenblatt, 2011; Hood et al., 2006). When comparing the two sectors, we come to know that in the private sector, rewards such as financial incentives, promotion opportunities and organizational prestige are key in generating successful innovations, whereas in the public sector recognition and relations with the supervisor and with peers were found to be significant predictors of a public employees psychological empowerment (Fernandez and Moldogaziev, 2010; Willem et al., 2010; Gkorezis and Petridou, 2012).

Rosenblat (2011) notes that recognition, awards and top management support play a decisive role in encouraging employees to be innovative. The top managements goal is to ensure that the structure of the work environment, incentives, resources, goals and expected evaluation all encourage and support creative outcomes. The comparison between human resources working in the public and private sector is that, private-sector employees focus more on extrinsic rewards in the form of higher pay, status and prestige, whereas people who work in the public sector are more service-oriented and their behaviours are consistent with the public interest (Brewer et al., 2000). Kopelman et al. (2011) have stated that recognition and reward intervention improve service excellence in the public sector.

Figure 1. Summary of intrinsic and extrinsic motivation

	Intrinsic motivation	Extrinsic motivation
Source	<ul style="list-style-type: none"> • Part of the work itself 	<ul style="list-style-type: none"> • External to the work
Examples	<ul style="list-style-type: none"> • Enjoyment of work • Interest/challenge in solving a problem • Craftsmanship • Implementation of ideas 	<ul style="list-style-type: none"> • Rewards (i.e., money) • Recognition (e.g., innovation awards) • Feedback (positive and negative)
Relationship to innovation	<ul style="list-style-type: none"> • Intrinsically motivated individuals thought to be more creative/innovative 	<ul style="list-style-type: none"> • Recognizing/rewarding employees may lead to innovation • Overcome reluctance for tasks to successfully innovate

Source: Rosenblat, 2011

Innovation is in the hands of all employees. Hartley (2005) states that innovation is a process that is influenced mostly by front line employees rather than from top management and he continues saying that traditional forms of sharing information within an institutions are archaic and not creating an environment necessary for developing a culture of innovation.

A culture of innovation is successfully developed when all employees share the same responsibility in the innovation process.

Employees have to take the initiative to innovate, by generating ideas, exploring opportunities, identifying and solving problems (Jong and Hartog, 2007). It is proven that 50 percent of innovations within the public sector come from mid-level managers and front-line staff. Frontline staff and mid-level managers shape employees attitude toward work, which in default influences their productivity and the entire organizational success (Gobble, 2012; Janssen, 2005).

2.5. Experimentation

Researchers pointed out that the public sector has an innovation deficit. This innovation deficit is explained as bias against risk and uncertainty, thus explaining why governments find service innovation so difficult. Public entities consider as waste the resources spend on experimentation, thus they struggle to minimize the “misuse” of public resources (Potts, 2009). Evaluations and experimentations are viewed as hazardous actions, although it is proven that trial and error are essential components in the innovation process (Borins, 2001). However, organizations have to provide the necessary resources for employees to experiment and innovative. Experimentation in all about taking a calculated risk (Borins, 2001).

2.6. Use of teams

Many organizations fail to conceive the benefits of innovation because they fail to select skilled employees who are committed to producing innovations (Klein and Knight, 2005). As confirmed by Hartley (2005) teams are considered as instrumental in creating an environment where employees feel valued and comfortable in working together. Yet, Hoegl and Partboteeah (2007) question the importance of teams in enhancing innovation. They claim that innovation is more applicable at the individual level. However, this view is partially true considering that teams play a crucial role in the innovation process (Steen, 2009).

3. Methodology

3.1. Mixed methods

Mixed method is a convergence of quantitative and qualitative methods (Driscoll et al., 2007). Complex phenomena such as organizational processes, change processes over time are difficult to measure quantitatively (Curry et al., 2009). Quantitative methods are viewed as descriptive, because correlations between variables alone cannot drive to uncover the causes that generate the actual event that is being observed (Zachariadis et al., 2013). Researchers have described, quantitative methods as unsatisfactory and problematic. In contrast to the quantitative approach, qualitative methods are more capable of describing interactions between complex phenomena, which can't be explained otherwise (Volkoff et al., 2007). However, findings that are derived through the use of qualitative methods may be unique to few people included in the research whereby results are easily compromised by personal biases (Johnson and Onwuegbuzie, 2004). As a result, mixed methodology brings together the strengths of both quantitative and qualitative approaches, by generating more complete data, deeper understanding of the phenomenon, although it is time-consuming and costly (Johnson and Onwuegbuzie, 2004).

3.2. Sample

In order to achieve a better understanding of the involvement of human resources in supporting innovation, most of the institutions from which consists the public sector are included in the sample. The study is spread across the public sector, which includes the central government, the local government and public corporations. Due to the potential of the study, we have focused our research in

gathering information from the middle and top-level management employees, who are actively involved in decision making.

3.3. Sample structure and size

The structure of the sample includes local governments, central governments, and public corporations. These institutions are taken as a whole in the study. The institutions of study conceive general government activities or finance, education, social services, health and other areas. The questionnaire is distributed to 52 public sector managers. Regarding the qualitative approach, we have successfully completed 8 interviews in accordance with the criteria set to achieve a balance between the methods and to achieve a more comprehensive view of the findings.

Table 1. Participation of public institutions, according to activities

Activities	Distribution
General government activities or finance	15.40%
Education	15.40%
Social services	25%
Health	5.80%
Other	34.60%
[Refusal]	3.80%
TOTAL	100%

Source: Authors, 2014

3.4. Targeted personnel and geographic sample

The targeted personnel on the topic of research are public sector managers, who are actively involved in decision-making, which affect human resources involvement in the innovation process. The managerial level affects all aspects of innovation in the public sector (Sarros et al., 2008). For resulting to concise and definite conclusions, both research methods, the quantitative and qualitative instruments are targeted to the managerial level employees for data collection. The questionnaires are delivered to the middle-level public sector managers (head of department), or in smaller organizations where such functions do not exist, supervisor or project managers are the target group, and interviews with senior managers or general managers responsible for strategic-decision-making are conducted.

3.5. Draft of data collection questioning routes

For the purpose of achieving the objectives set by the researcher, two methods of collecting primary data are considered. In principle, there is a structured survey questionnaire, the “Innobarometer 2010” developed by “The Gallup Organization”, and an open-ended questionnaire for interviews conceived through the use of the questionnaire mentioned above.

3.6. Quantitative research instrument

The quantitative instrument used in this research is the “Innobarometer 2010” which is developed by “The Gallup Organization” and used by the European public administration sector for studying innovation strategies.

The Innobarometer brings the attention of the public on a regular basis, by a series of publications regarding innovation (Onisor, 2012). Furthermore, the development of public services is now a priority on the agendas of all policies on the European level. The European Commission proposed the use of “European Public Sector Innovation Scoreboard”, which instrument is achieved through the use of the “Innobarometer 2010”, which is devoted to an analytical study of innovation in the public administration.

This questionnaire was the most appropriate one since it is related directly with the aim of the study and research objectives. Some minor changes have been made in order to adapt it to the specific objectives of the study.

Main sections of the quantitative questionnaire include:

- Demographics and organization structure – general information about the participant’s organization is marked as D questions, which are (D1, D2, D3).
- And (Q1, Q2 and Q3) will cover the human resources education, support of innovation and involvement in innovation teams, which are appropriate for accommodating objective O1 and O2.

3.7. Qualitative research instrument

The qualitative research instrument is an open-ended questionnaire for deriving information from senior managers of the public sector, which questionnaire is in line with the topic of research and with the objectives set by the researcher. The qualitative research instrument is derived from the original questionnaire used for quantitative data collection. The interview section or qualitative research questionnaire is comprised of a total of four questions, which relate to the understanding of the education and involvement of human resources

in supporting and implementing innovations in the public sector. The outline is comprised of two questions, which are more focused, while the last two questions give the space for participants to express their views freely on human resources supporting innovation within their respected institution and workplace.

3.8. Sampling procedure and data collection

Due to limited information and lack of public data availability, random sampling for quantitative analysis was questionable; therefore our sample is based on convenient factors (contact details) and snowball sampling strategy (networks) to find participants.

The data of employees working in the public sector were obtained from the Kosovo Agency of Statistics. However, there is not any significant statistic, which indicates the exact number of employees working in different levels of positions. These data's were used to diversify our study approach. Names of each institution, telephone numbers and emails of senior management were obtained using public data available. This has served as a basis to create a list of general managers who work in the public sector. Using these data, and through network, we created a list of managers working in the middle level of management in the public sector to whom we distributed the questionnaire.

3.9. Data analysis methods

Data collected from the questionnaires are analyzed by using Statistical Package for Social Sciences (SPSS). Due to the topic of study, the analysis is mainly descriptive which relates to other studies done in this field. Then, qualitative data derived from the interviews are analyzed through a thematic analysis. Based on the methodological approach, data will be analyzed through comparison between both types of measurement tools. The quantitative analysis offers a statistical view while the qualitative analysis provides a more exploratory understanding of the topic under research.

4. Data Analysis and Findings

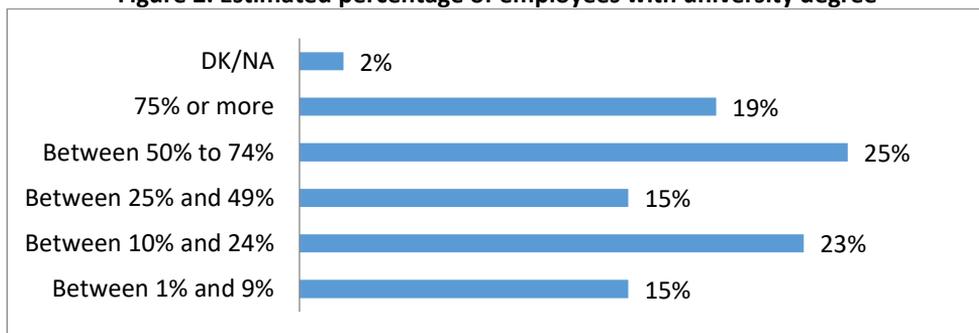
This section looks at human resources supporting innovation in the public sector, which includes staff with university degrees, staff involved in innovation teams and staff training related to the implementation of innovations.

4.1. Staff with university degrees

Education is frequently cited as an indicator of innovation capacity. In the public sector of Kosovo, the survey showed that less than half of employees have higher education degrees. This is especially evidenced in regional and national level public sector institutions, whereby (67%) of respondents in national level institutions indicated that between 50% and 75% of their employees have higher education degrees, and in the local level the majority of managers surveyed (31%) indicated that between 10% and 24% of their employees have a university degree, which indicates that less than half of employees have university degrees. Considering the scope of activities, national level public sector institutions tend to have more than half of staff with a university degree, while considering the activity areas, the education sector had the most university level educated employees (over 75%).

Regarding qualitative data analysis, public sector managers in general indicate that they lack on educated staff. Interviewee P4 states: *“One of the most essential barriers in our institution, which makes our work less effective is the lack of professional staff.”* According to interviewee P8 this condition is due to political interferences and nepotism in the public sector. Interviewee P6 brings light to this issue by specifying that: *“Kosovo’s public sector institutions are in need of professional staff to cope with the most recent technologies.”* He continued saying that it is only achievable with a transparent recruiting system. Moreover, interviewee P3 states that current staff is mostly old-aged and not used to innovation practices and use of new technology. In general, all interviewees mentioned lack of educated staff as an obstacle to achieving high productivity in their work.

Figure 2. Estimated percentage of employees with university degree



Source: Authors, 2014

Table 2. Percentage of staff with university degree, % by organisational background

	% Between n 1% and 9%	% Between n 10% and 24%	% Between n 25% and 49%	% Between n 50% and 74%	% 75% or mor e	% DK/N A
Size						
Less than 10 employees	20	0	20	20	40	0
10-49 employees	28.6	14.3	14.3	23.8	14.3	4.8
50-99 employees	0	50	12.5	12.5	25	0
100-249 employees	11.1	33.3	11.1	33.3	11.1	0
250-499 employees	0	33.3	16.7	16.7	33.3	0
500-999 employees	0	0	50	50	0	0
1000 or more	0	0	0	100	0	0
Geographic areas						
Local	20.7	31	17.2	13.8	13.8	3.4
Regional	11.8	17.6	17.6	41.2	11.8	0
National	0	0	0	33.3	66.7	0
Sector						
General gov't activities	12.5	0	12.5	37.5	25	12.5
Education	0	12.5	0	50	37.5	0
Health	0	33.3	66.7	0	0	0
Social services	0	38.5	23.1	15.4	15.4	7.7
Other	0	50	0	0	50	0

Source: Authors, 2014

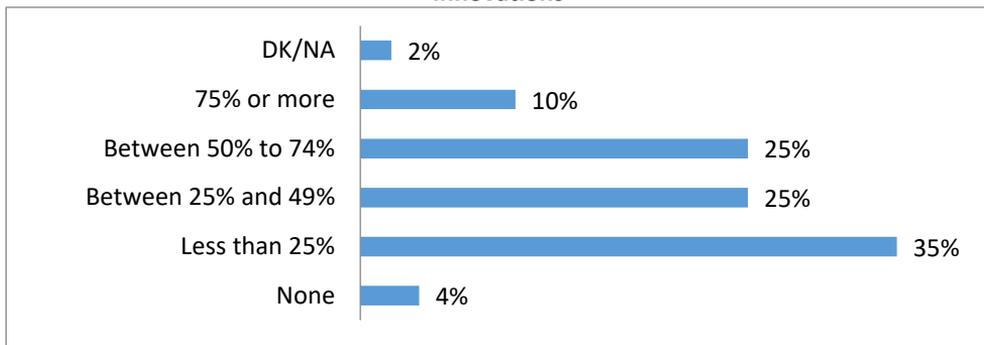
4.2. Staff involved in innovation teams

Based on data analysis, only 35% of public sector institutions have a tendency to involve more than half of their employees in regular group meetings in regard to topics covering innovation practices. Data also shows that (5%) of the surveyed institutions did not involve employees in innovation teams. Moreover, (60%) of public sector institutions surveyed indicate that less than half of their employees are involved in regular meetings. Concerning the geographical area, (50%) of national level institutions involve near to half of their employees in group meeting regarding innovation practices, while local and regional level (31% and

36%) public sector institutions involve merely half of their employees in regular team meetings.

Considering the qualitative data analysis, interviewee P3 states that: *“Important decisions which effect new initiatives are made in teams composed of staff coming from minorities and from different levels of positions.”* However, according to the majority of interviewed managers, staff participates in innovation development teams, but mainly because of regulation, and they have no direct authority in decision-making, which in default discourages them to be creative. For instance, interviewee P5 states: *“Civic staff does participate in innovation teams, however, it is the management which takes the final verdict.”* All interviewees state that their staff does participate in-group meeting where innovation is discussed however staff’s ideas are rarely taken into consideration.

Figure 3. Estimated percentage of employees involved in groups that meet regularly to develop innovations



Source: Authors, 2014

Table 3. Percentage of staff involved in innovation development teams, by organizational background

	None	Less than 25%	% Between 25% and 49%	% Between 50% and 74%	% 75% or more	% DK/NA
Size						
Less than 10 employees	0	20	0	80	0	0
10-49 employees	0	33.3	23.8	33.3	9.5	0
50-99 employees	25	25	25	0	25	0
100-249 employees	0	33.3	44.4	11.1	11.1	0
250-499 employees	0	33.3	33.3	16.7	0	16.7
500-999 employees	0	100	0	0	0	0
1000 or more	0	100	0	0	0	0

Geographic areas						
Local	0	41.4	27.6	24.1	6.9	0
Regional	11.8	23.5	23.5	17.6	17.6	5.9
National	0	33.3	16.7	50	0	0
Sector						
General gov't activities	0	25	37.5	25	0	12.5
Education	0	12.5	12.5	62.5	12.5	0
Health	0	66.7	33.3	0	0	0
Social services	0	53.8	0	23.1	23.1	0
Other	11.1	27.8	44.4	11.1	5.6	0

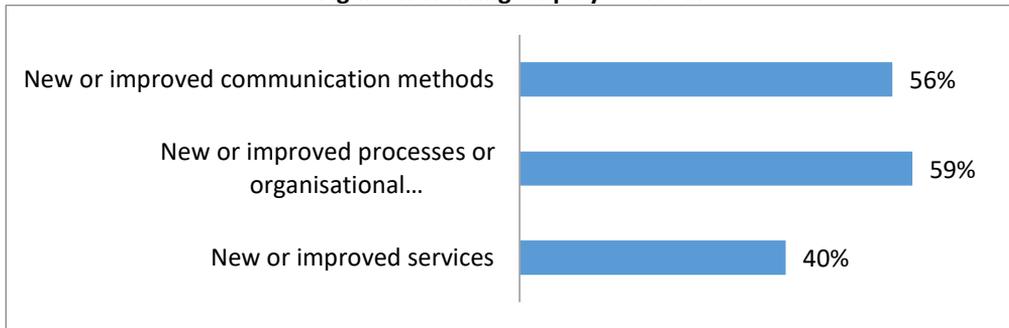
Source: Authors, 2014

4.3 Staff training related to the implementation of innovations

In the public sector domain of Kosovo, staff training is closely related to the development and implementation of innovations. Public sector institutions that have introduced new or improved services in the past three years indicate that they have provided different trainings to their employees (40% of respondents indicate that their employees have been trained in providing new or improved services). They have also provided trainings, which impact the introduction of new or improved communication methods (56%) and new or improved processes (59%). Considering the geographic areas, regional level institutions have been more oriented in providing trainings to their staff in relation to the introduction of new or improved services (53%) and new or improved communication methods (65%). While local and national public institutions have been more innovative in providing new or improved organizational methods (65.5% and 67%).

Based on the qualitative data analysis, interviewee P1 states that: *“Managerial level employees are trained regularly, but not employees in general, due to financial constraints.”* In addition to that, interviewee P5 states: *“Employees are trained regularly but not as much as needed to cope with current problems faced in our institution.”* These views are supported by interviewee P7 who considers staff related trainings as important in becoming more innovative, but he points out that due to lack of financial resources only managerial level employees have the chance to regularly gain knowledge and experience from trainings which concern public sector innovation. The other interviewees statements do support the above assertions.

Figure 4. Training employees for ...



Source: Authors, 2014

Table 4. Training activities related to types of innovation, % by organizational background

	New or improved services	New or improved communication methods	New or improved processes or organizational methods
Size			
Less than 10 employees	40	20	60
10-49 employees	38.1	66.7	57.1
50-99 employees	62.5	37.5	62.5
100-249 employees	33.3	55.6	55.6
250-499 employees	33.3	66.7	83.3
500-999 employees	50	50	50
1000 or more	0	100	0
Geographic areas			
Local	37.9	51.7	65.5
Regional	52.9	64.7	47.1
National	16.7	50	66.7
Sector			
General gov't activities	37.5	75	75
Education	37.5	87.5	37.5
Health	100	66.7	33.3
Social services	38.5	38.5	61.5
Other	38.9	66.7	61.1

Source: Authors, 2014

5. Discussion and Conclusions

5.1. Human resources supporting innovation

Education is cited as an important factor in supporting innovation. However, this factor is found to be rare among Kosovo's public sector institutions. Less than half of Kosovo's public sector employees have higher education degrees. This is particularly evidenced in local level public institutions. The literature considers educated staff as important in driving innovation.

Many authors have stated that the public sector, in particular public sector managers have to support their top-level career civil servants in achieving successful innovations. Moreover, if public sector institutions are oriented towards developing an innovation culture, they have to recruit young and new employees who have the latest grasp on new technology and are professionally educated in areas which are required (Fernandez and Rainey, 2006; Albury, 2006; Borins, 2001). Therefore, public sector institutions have to understand the paramount importance of shifting to an innovation culture by recruiting new staff with credentials.

5.2. Staff involved in innovation teams

Based on findings, less than half of public sector employees in Kosovo are actively involved in innovation teams. This indicates that the management is the premise of development of innovations. Regarding the most recent literature, innovation is considered everyone's responsibility, rather than a managerial responsibility (Hartley, 2005). Gobble (2012) and Janssen (2005) consider that front-line staff and mid-level managers shape employees attitude toward work, and thus influence their productivity. In addition to that, many authors acknowledge that to develop innovations within the public sector, new employees have to be recruited who have a grasp on technology and cutting-edge knowledge (Fernandez and Rainey, 2006; Albury, 2005).

5.3. Staff training related to the implementation of innovations

Based on findings, Kosovo's public sector has progressed regarding staff trainings related to the implementation of innovations, however, this development remains unsatisfactory. In addition to that, findings indicate that trainings are offered generally to managerial employees and front-line employees are usually separated. Interviewees specify that the factor that impedes offering

targeted trainings to civil servants in general is lack of financial resources. Regarding the areas of trainings, findings indicate that employees were trained especially in developing and implementing new or improved processes or organizational methods, followed by developing and implementing new or improved communication methods and new or improved services. These findings are in close relation to the latest taxonomy of public sector innovation, which is comprised from Windrum (2008) and adopted by the European Public Sector Innovation Scoreboard (2013). These findings are important in determining the scope of innovation culture within the public sector, especially in distinguishing between sectors, which have and have not established a culture of innovation (Wu et al., 2013).

Many authors have talked about the importance of offering targeted trainings to civil servants. Fernandez and Rainey (2006) point out that alteration within the public sector has to come from an individual or group, thus it is a prerequisite to continually train employees to cope with cutting edge technology and innovations. Innovation is an important factor in improving efficiency and effectiveness in public service organizations. Therefore, these findings related to staff training are of importance in determining the future direction of public sector institutions.

6. Conclusions

In conclusion, findings indicated that the public sector of Kosovo does lack on staff that have obtained a university degree. Based on the literature, educated and young employees are vital to the development of an innovation culture in public sector institutions (Fernandez and Rainey, 2006). Another mutable finding is that public sector institutions have shown resistance in involving staff in innovation teams. In addition to that, management is the premise of the developing of innovations, rather than staff in general. Another interesting finding is the increase in offering trainings to staff on issues concerning implementation of innovations, however, the degree of trainings offered to staff is not satisfactory. Findings indicate that financial constraints were the reason behind the low degree of trainings provided to staff. The main areas where trainings were mostly provided include the development and implementation of new or improved communication methods and new or improved services, which areas are of necessity to developing successful innovations.

7. Recommendations

Human resources have been cited as an important indicator of innovation capacity. In the public sector of Kosovo there is lack of professional and highly educated staff. Thus, labouring on the reasons that caused the lack of educated civic staff goes as a recommendation to public sector institutions. Regarding staff involvement in innovation teams, public sector institution managers have to understand that the innovation process starts from front-line staff and continues moving to high career civil servants (Carstensen and Bason, 2012; Hartley, 2005). Therefore, involving staff in innovation teams and giving them the space and freedom to be innovative is recommended to the public sector of Kosovo. In addition to that, staff training related to the implementation of innovations remains unsatisfactory; therefore, targeted trainings dedicated to staff in general should be on the focus of Kosovo's public sector institutions. Future researchers should focus on identifying new methods to engage employees in the innovation processes.

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