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Master of Science in Professional Studies  
Public Administration

**An Evaluation of Training for Civil Servant Employees of the  
Ministry of Economic Development, 2005-2011**

**Florina Mehaj-Kosumi**

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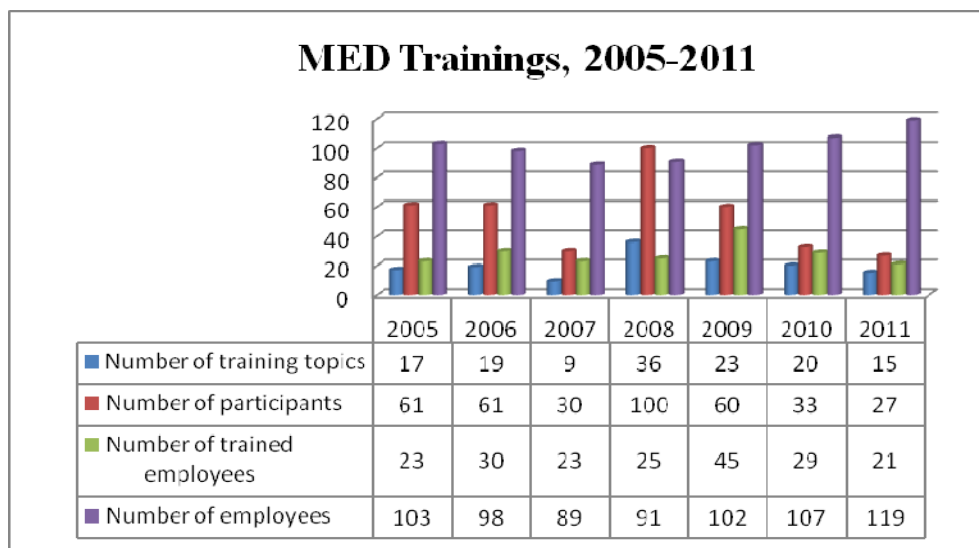
## **Abbreviations**

CSL.....	Civil Service Law
EU.....	European Union
GS.....	General Secretary
HR.....	Human Resources
ICT.....	Information Communication Technology
IT.....	Information Technology
JIAS.....	Joint Interim Administrative Structure
KCS.....	Kosovo Civil Service
KIPA.....	Kosovo Institute for Public Administration
MED .....	Ministry of Economic Development
MEM.....	Ministry of Energy and Mining
MPA.....	Ministry of Public Administration
UNMIK.....	United Nations Mission in Kosovo
MDA.....	Management Development Associates
ICD.....	International Center for Democratization
AFAS.....	Association for Finance and Accounting Services
ReSPA.....	Regional School of Public Administration
USAID.....	United States Aid International Development
UNDP.....	United Nation Development Program
MEF.....	Ministry of Economy and Finance

## Executive Summary

This Capstone Project addresses the need for a more carefully specified training process for the civil servant employees of the Ministry of Economic Development [MED] within the Government of the Republic of Kosovo. The project has assessed the trainings provided during the period 2005-2011, focusing on the effects and results for increase of skills and knowledge of trained employees. Generally, MED organizes trainings for its officers, or its officers participate in different trainings organized by different training companies. As it is presented in Figure 0-1 MED officials are trained in about 139 different training topics, in which over 372 participants participated over a six year period. This is a quite large number of participants; an employee could participate in more than one training course per year, while the average number of trained employees in total is about 28%.

**Figure 0-1 Historical data of trainings in MED, 2005-2011**



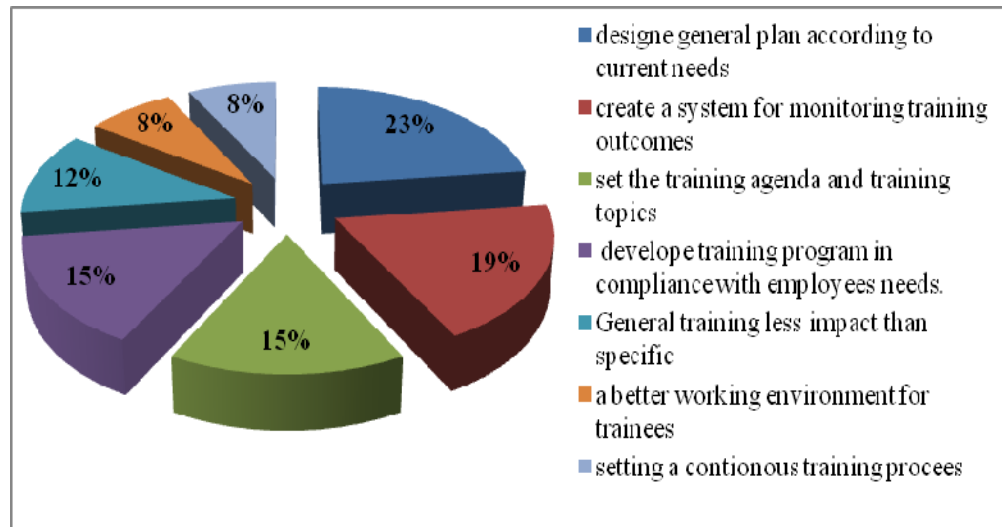
Despite the large number of training topics it has never been clear how effective they were, what knowledge and skills the employees gained through these trainings and whether they have increased their skills and applied in their workplace. This study was conducted to improve the performance of MED employees and to design trainings that enable employees to gain new skills and knowledge.

During the research activities, especially from the first survey conducted with MED officials it was noticed that there was a discrepancy between the organized training courses and shown results at work by the trained officers. While, from the second survey interviews conducted with directors of departments, it was noticed that they are not completely

satisfied with the organization of trainings and that they believe that with a better designed training process the Ministry would benefit more.

In Figure 0-2 are shown the main priorities according to the senior managers of MED for the training process, and it can be concluded that they want to develop more suitable and sustainable process, by developing a sustainable training program.

**Figure 0-2 The main priorities according to senior managers of MED**



The main findings from these interviews and surveys show that the employee training process so far has been organized on an ad hoc basis, without any clear strategy or without any prior detail plan. Mostly MED has trained its employees according to the training plan provided by the Kosovo Institute of Public Administration [KIPA] or another contracted training company. It is recommended for a focused strategy being spelled out.

The second major finding of the research is that MED has organized a high number of trainings but in general topics. It is therefore recommended that MED employees need more specific training in economics, energy, mining, ICT, and project management related to their workplace. This is specialized training must be a high priority.

Thirdly it is recommended to design an effective evaluation process on training. MED, has not issued any report on how effective the previous training have been, what new skills and knowledge an employee has applied at his/her workplace. This lack not only faded the whole process of trainings, but it demotivated employees on taking seriously the training process.

## **Chapter 1**

### **Past Training Programs in Ministry of Economic Development**

#### **1.1. Background of the Ministry of Economic Development**

The Institutions of Public Administration in the Republic of Kosovo are relatively new institutions. They deal with an important challenge to make those institutions as effective and efficient as possible. Some years are needed for them to obtain full form and consolidation in the best possible way in order to fulfill their functions and responsibilities.

The Ministry of Economic Development (MED) is part of the central public institutions of the Republic of Kosovo, established on February 22, 2011. It is the highest organ of state administration which exercises its functions and activities performed under the Constitution, Law on the State Administration and other provisions of general laws of the Republic of Kosovo. The fields and responsibilities of the MED are set by the Regulation “On the areas of administrative responsibility of the Office of the Prime Minister and Ministries”. MED has the competencies for “drafting policies and strategies for the comprehensive economic development of the Republic of Kosovo”.<sup>1</sup>

It is a specialized governmental body which deals also with drafting and monitoring “the implementation of legislation for the sector of energy and mines, the postal and telecommunications sectors, the sector on information technology as well as sector on supervision of public enterprises”<sup>2</sup>. It cooperates in drafting and implementing international agreements in the energy, mining, postal telecommunications and information technology sectors. Also, it cooperates with the business community and associations with the aim of creating an attractive business environment.

MED’s mission is to raise competitiveness of the economy by creating a favorable investment in the country; restructuring of the economy through ownership transformation; modernization and efficiency increasing of public enterprises. MED through efficient

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<sup>1</sup> Regulation No.02/2011 “On the Areas and Responsibilities of the Office of the Prime Minister and Ministries”, Appendix 18

<sup>2</sup> *ibid*

delivery of natural resources in accordance with best European practices and standards, also through advancement of information technology and telecommunications according to European and international standards, establishes the functioning of market economy, improves the welfare of citizens, and promotes Kosovo's long term sustainable economic growth, in compliance with the program of the Government of the Republic of Kosovo<sup>3</sup>.

Since MED is one of the newly created ministries within the Government of the Republic of Kosovo, the most challenging and important task of the top management is the organizational structure and allocation of tasks. "An organizational structure is the formal framework by which job tasks are divided, grouped and coordinated".<sup>4</sup> So, management of the ministry is facing with the challenge "to design an organizational structure that allows employees to accomplish the agency's mission – not to "just throw everything together"<sup>5</sup>. The challenge is that:

- ❖ Each structure of MED to be clearly in a function of one form or another, which is determined by MED,
- ❖ Each structure to have clear functions and responsibilities in order to identify and accomplish its work, and
- ❖ Each structure being able to identify and engage the best possible specialists for accomplishing defined functions and responsibilities.

The Regulation No.05/2012 on internal organization of the Ministry of Economic Development and systematization of jobs, it is approved by the Government of Kosovo on 22<sup>nd</sup> February 2012 and it provides the legal framework for the organizational structure determining appropriate levels of management responsibilities, functions, and division of labor within the MED structure between jobs including detailed job descriptions, titles and organizational chart.

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<sup>3</sup> The Program of the Government of the Republic of Kosovo 2011-2014,

<sup>4</sup> Grover Starling, Managing the Public Sector, p. 297

<sup>5</sup> *ibid*, p. 297

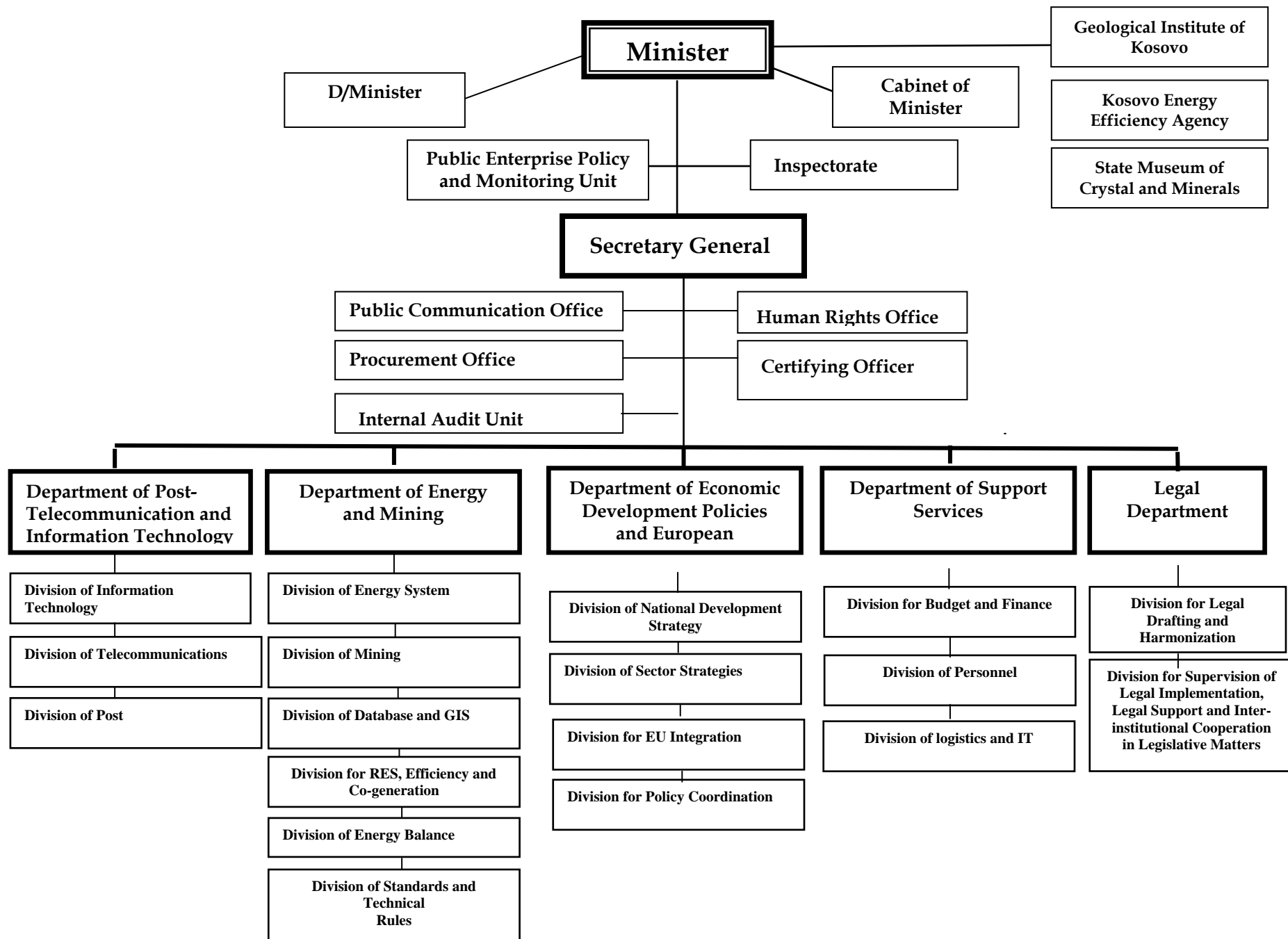


Figure 1-1 Organization Structure according to which Ministry of Economic Development is actually functioning, Regulation Nr.05/2012

Since its establishment, MED has tried to use the best human resources at its disposal by allocating them towards achievement of its work objectives in accordance to the functions and responsibilities given by respective regulations on establishment of MED. According to the organizational structure, as shown in Figure 1-1 MED has a hierarchical organization. It has four levels of management: minister, general secretary (GS), departments and divisions. The ministry is led and presented by the Minister, who responds to the Prime Minister and the Assembly on issues relating to MED. The Minister's Cabinet is consisted of two deputy ministers and six political advisors. Deputy Ministers substitutes the minister on certain tasks upon his authorization, while the political advisors advise the minister in certain issues but they do not carry out managerial or other administrative duties in the ministry. The Minister's Cabinet is supported by their administrative staff which includes seven members. According to the law on the state administration of the Republic of Kosovo "the general secretary (GS) is the administrative head of the ministry and reports directly to the minister."<sup>6</sup> It is the highest position in Civil Service. He is responsible for "determining the necessary activities for the accomplishment of overall organizational objective, and dividing these activities on a logical basis into departments to perform the specialized functions"<sup>7</sup>. In the MED organizational structure there are five departments which are:

1. Department of Post Telecommunication and Information Technology,
2. Energy and Mining Department,
3. Economic Development Policies and European Integration Department,
4. Supportive Service Department and
5. Legal Department

All departments are led by directors who are specialized in specific fields (legal, energy, mining or economy, and in administration field) and they report directly to the GS. A department consists of divisions which are led by the head of division and they report directly to the head of department. The staff of division is professionalized in certain fields where they operate. The office of the general secretary consists also of five units which operate in specific fields and they are led by the head of the unit or director who reports directly to the GS. The

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<sup>6</sup> Law No.03/L-189 On the State Administration of the Republic of Kosovo, Article 38

<sup>7</sup> Grover Starling, p. 298

unit is staffed with the officers who report directly to the head of the unit. In Table 1-1 are shown departments and units of the MED with total number of civil servant employees that work in those departments/ unit.

**Table 1-1 Number of Civil Servant Employees in the MED, as on December 2011**

<b>DEPARTMENTS / UNITS / OFFICES</b>	<b>EMPLOYEES</b>
OFFICE OF GENERAL SECRETARY	22
CENTRAL ADMINISTRATION DEPARTMENT	32
MINING DEPARTMENT	16
ENERGY DEPARTMENT	12
STRATEGY, STATISTICAL AND STANDARD DEPARTMENT	12
LEGAL DEPARTMENT	5
PUBLIC ENTERPRISES POLICY AND MONITORING UNIT	6
INSPECTORATE UNIT	5
DEPARTMENT OF POST TELECOMMUNICATION AND INFORMATION TECHNOLOGY	9
Total	<b>119</b>

Therefore considering the mission and specific tasks which the MED has, and which play a very important role in the overall economic development of the country, the ministry should also pay special attention to the development and raising its human potential. So, it could be said that building sustainable human capacity is one of the challenges and the main tasks of the ministry to prepare its personnel in order to be able to perform their duties in more efficient and effective way. Investing in the professionalism of MED civil servants, improves their performance, enables them to accomplish their specific duties, prepares them for continuous professional development, and achievement of the ministry's mission. Considering these challenges in October 2011, MED has developed a Strategic Development Plan for period 2011-2014 which will contribute to sustainable economic development through the implementation of these strategic objectives:<sup>8</sup>

1. Establish appropriate policies for sustainable economic development;  
Creating favorable legal environment and regulatory framework for continuous

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<sup>8</sup> Strategic Development Plan for the MED for period 2011-2014

improvement of quality of services in the areas of energy, mining and Information and Communication Technology (ICT);

2. Promote sustainable use and processing of mineral resources and frequency resources;
3. The supply of safe, sustainable and high quality energy, ICT services through integrated competitive market in regional systems based on international standards;
4. Membership in international organizations and regional cooperation in the energy, mining and ICT;
5. Increase the level of public services to citizens and increase the value of the assets of Private Enterprises.

Successful realization of the above mentioned strategic objectives requires an adequate structuring and sufficient and professional human capacity.

## **1.2. Human Resources Challenges in MED**

The Ministry of Economic Development [previously the Ministry of Energy and Mining, established in December 2004, by UNMIK Regulation, No. 2004/50]<sup>9</sup> during the period of its existence has tried to use the best human resources at disposal by allocating them towards achievement of its goals in accordance with its functions and responsibilities. One of the major challenges of the Ministry regarding HR challenges is that the “development activity and career management are needed to prepare employees for managerial and leadership positions and to attract, motivate, and retain talented employees at all levels and in all jobs”.<sup>10</sup> Although MED has invested on training its employees since its establishment, it is generally recognized that the professional capacities of civil servants are developing too slowly and is facing with the lack of capacity of civil servants in accomplishing their duties and responsibilities. Some of the problems faced by managers are as follows:

1. Managers are not satisfied with the efficiency of the work that their subordinates do, so they sometimes are forced to perform some of the duties that it should been performed by their subordinates.
2. Another case is when sometimes the duties of an office or sector are relayed on just one employee, while the others in the same office are not effective.

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<sup>9</sup> UNMIK Regulation, No. 2004/50, December 2004 ‘On the Establishment of New Ministries and Introduction of Posts of Deputy Prime Minister and Deputy Ministers in the Executive Branch.

<sup>10</sup> Raymond A.Noë, Employee Training and Development

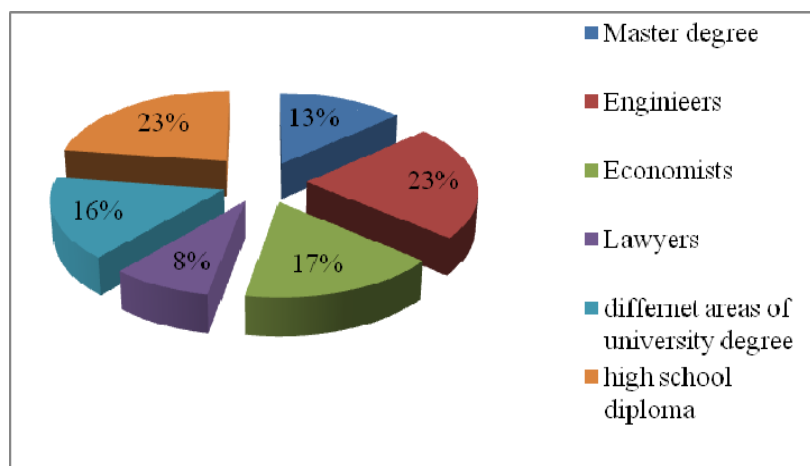
3. As well, subordinates are not satisfied with the performance of managers. There are cases when the delegation of tasks by managers is not done in an accurate way and this creates uncertainty for subordinates.
4. Inaccurate description of the duties and responsibilities of civil servant in the ministry's internal regulation makes it even more uncertain task for civil servant.
5. There is a lack of direct communication between manager and subordinates, and consequently, the message does not complete reach to the employee.

There are several causes creating these problems. The first cause is the lack of proper training plan in accordance with the real needs of the civil servants. The second cause is lack of motivation and training programs for personal growth of employees which is related to several factors such as: 1. inadequate managers' communication with employees; 2. denigrated treatment of subordinates by managers; 3. non-involvement in the decision-making process; 4. bypass and other factors. The third cause is the financial motivation. Salaries of civil servants are low which affects their low motivation in job performance.

### 1.3. Civil Servants Employee Education

The number of civil servant employees in MED as of December 2011 is 119 employees. Among them 13% are with a Master Degree, 64% with a University Degree and 23% with a High School Degree. In figure 1-2 is presented MED employee qualifications structure divided in different professions and qualification degrees.

**Figure 1-2 Employee qualification structure as on December 2011**

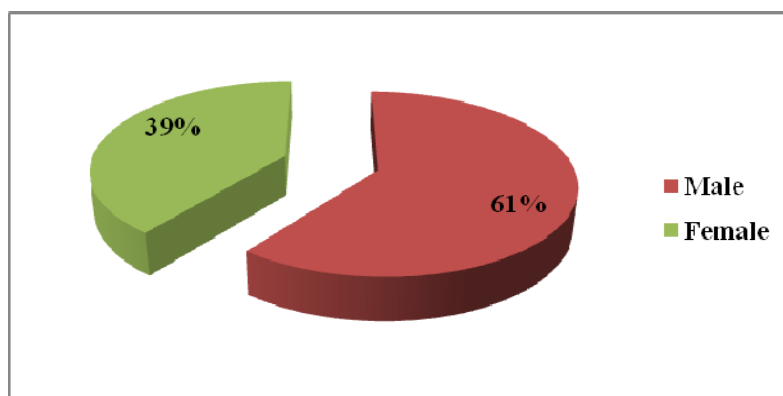


As it can be seen from the above chart among the graduate University Degree holders there are: 13% Master Degree, 23% engineers, 17% economists, 8% lawyers and 19% other bachelor university degree.

#### 1.4. Gender equality

According to the staffing statistics of the MED the number of employees regarding gender equality has almost reached the requirements under the Law on Gender Equality, Section 3.1, where it is stated that “Equal gender participation of both females and males is achieved in cases where the participation of the particular gender in the institutions, bodies or at the level of authority is 40%.”<sup>11</sup> The figure 1-3 presents the gender statistics in MED, whereas the total number of women working for the MED has reached at 39% (47 out of 119) and 61% (72 out of 119) by the end of 2011.

**Figure 1-3 Gender statistics as of December 2011**



The number of females working in managerial position in the MED as it is presented in below table is low, respectively 7% (8 out of 119), whereas the number of male gender in managerial position is 33% (39 out of 119) by end of December 2011.

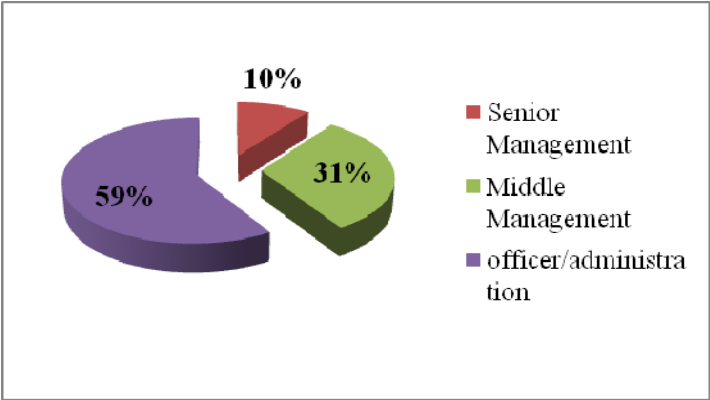
**Table 1-2 Number of employees in managerial position by gender division in MED, by 2011**

	Senior Management	Middle Management	Total number in managerial position
Male	10	29	39
Female	2	6	8

<sup>11</sup> Law No.2004/2 on Gender Equality in Kosovo

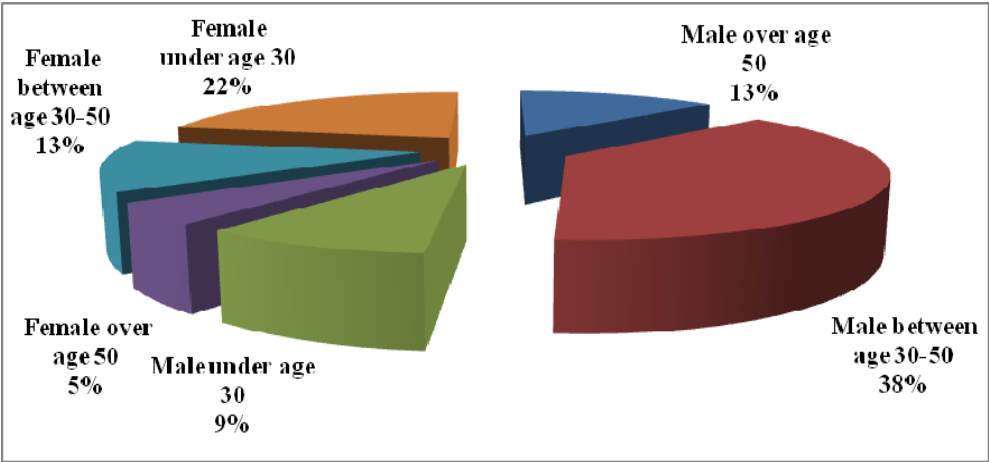
Figure 1-4 presents number of employees expressed in percentage in three hierarchical levels, whereas the highest percentage of MED employees is in administration.

**Figure 1-4 Number of employees divided by responsibility positions, by December 2011**



In addition according to personnel statistics in MED, the highest number of employees by age division is the male category between ages 30-50 is 38% (45 out of 119) by the end of December 2011. Number of employees according to age and gender is presented in figure 1-5.

**Figure 1-5 Number of employees divided by age and gender in MED, December 2011**



## **Chapter 2**

### **Regulatory and Financial constraints on MED training**

#### **2.1 Regulatory framework of civil service**

The Constitution of the Republic of Kosovo is the highest legal act in the country. According to the Article 16 [Supremacy of the Constitution] Laws and other legal acts shall be in accordance with this Constitution. Also, Article 101 [Civil Service] of the Constitution defines Civil Service as follows: “The composition of the civil service shall reflect the diversity of the people of Kosovo and take into account internationally recognized principles of gender equality”.<sup>12</sup> Currently, three basic laws that clearly define the status of civil servants in the Kosovo Public Administration are: Law on Civil Service, Law on Civil Servant’s Salaries and Law on State Administration of the Republic of Kosovo.

Before further explanation of the above mentioned laws, it is important to emphasize how the Kosovo Civil Service was formed. The establishment of the Joint Interim Administrative Structure- JIAS in 1999 in Kosovo adopted and approved the basic regulations that were used for the establishment of the new public administration structure for Kosovo. Kosovo Civil Service has been formed gradually since 2001 by UNMIK Regulation No.2001/36<sup>13</sup> and is still an ongoing process.

Kosovo Civil Service has more than ten years of experience and at the initial phase it had inexperienced staff who in the past did not work in state administration, because of the special history of Kosovo, which included a period in which Albanian Kosovars were dismissed from their positions in the public administration during the nineties. As a result of the discrimination of Kosovo Albanians in the past, which prevented them to hold relevant positions in the public and private sector, there was a lack of practical professional experience in the first years of the establishment of the Kosovo Public Institutions.

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<sup>12</sup> Constitution of Republic Kosovo, Article 101 [Civil Service]

<sup>13</sup> UNMIK Regulation No.2001/36 “On the Kosovo Civil Service”

## **2.2. Recruitment process of civil servant employees in MED from 2005-2011**

One of the main challenges of management is employment of proper specialists for fulfillment of functions and duties for each structure of MED, as well as attracting and retaining the best qualified and experienced candidates. This is quite a tough task and MED has tried to do the best on achieving this goal. To run this process successfully, the organization needs to go through some activities such as resource planning and the recruitment process because planning is considered as “the keystone of the arch of program management, and government success is often synonymous with planning success”<sup>14</sup>.

In general, the Ministry of Economic Development follows basic principles of recruitment in Kosovo Civil Service settled by Law on Civil Service of the Republic of Kosovo L. No. 03/L-149 and Regulation No. 02/2010 on Procedures for Civil Service Recruitment. Since Ministry was established (formerly known as MEM) on December 2004 and up to December 2011, the Ministry did not have detailed personnel planning and the exact number of needed personnel. It only had a part of personnel planning (budgetary planning), which did not achieve to realize it properly as it has been planned and also it has not reached to prepare the Ministry’s structure with all detailed positions. Because the organizational structure of the Ministry is variable and inconsistent it is often considered as a gap within its structure. Planning is an important activity because as it is defined “it shapes the whole field of public administration. It determines the limits of government responsibility, the allocation of resources and distribution of costs, the division of labor, and the extent of public controls”<sup>15</sup>.

In table 2-1 is presented the number of recruited personnel through 2005 to 2011, within MED departments and units.

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<sup>14</sup> Grover Starling, *Managing the Public Sector*, p. 209

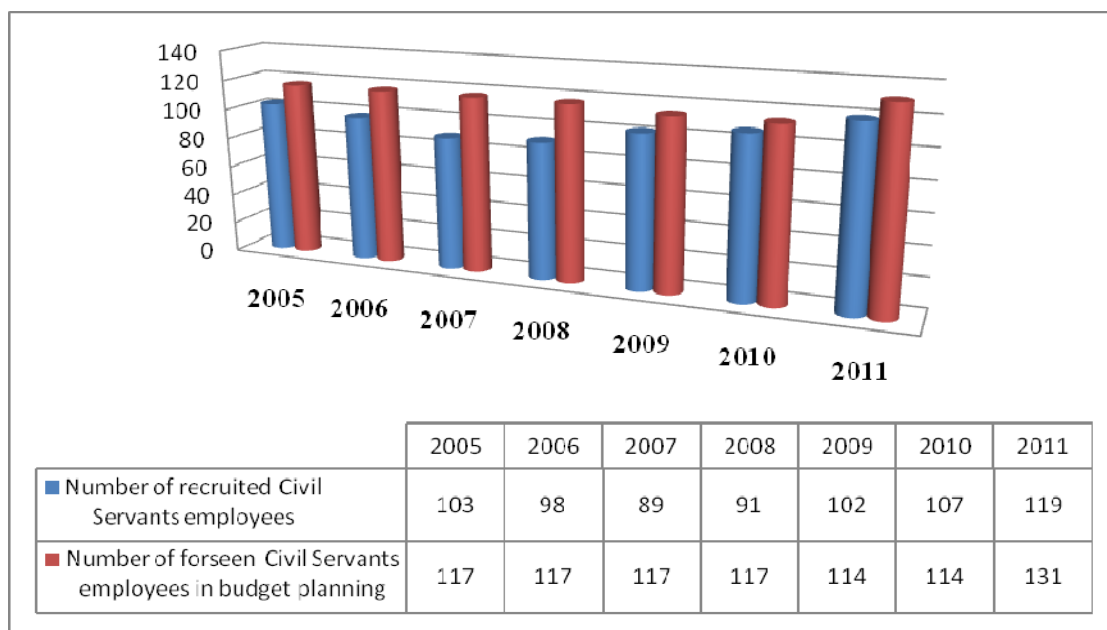
<sup>15</sup> Grover Starling, *Managing the Public Sector*, p. 209

**Table 2-1 Number of Civil Servant Employees recruited during period 2005- 2011,  
personnel civil service database in MED**

<b>Departments</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
General Secretary Office with all units	26	23	22	24	28	23	22
Administration Department	35	33	29	31	34	33	32
Strategy and Development Department	14	9	8	0	0	0	0
Strategy, standards and statistics department	0	0	0	0	10	12	12
Department of Energy	10	11	10	19	13	13	12
Department of Mining	14	15	14	13	17	17	16
Inspectorate	4	4	4	4	4	5	5
Institute for Technology and lignite power	0	3	2	0	0	0	0
Legal Department	0	0	0	0	4	4	5
Public Enterprises Monitoring Unit	0	0	0	0	0	0	6
Information and telecommunication	0	0	0	0	0	0	9
<b>Total number of employees</b>	<b>103</b>	<b>98</b>	<b>89</b>	<b>91</b>	<b>102</b>	<b>107</b>	<b>119</b>

While the figure 2-1 presents the comparison between budget planning with the number of recruited personnel during the past six year within MED. As it is shown in the below chart, during all this period never has been fulfilled the foreseen personnel.

**Figure 2-1 Number of recruited employees from 2005- 2011 comparing with budget planning, personnel civil service database in MED**



### **2.3. Legal base for training Civil Servant employees**

In parallel with the recruitment process there is also a need for training employees in order to accomplish their duties and responsibilities in more efficient way. The Law on Civil Service of Republic of Kosovo is the basic law for employees in the public sector which states that the civil service should be composed of professional employees, who would be politically independent, and be included in the system based on merit. The Law on Civil Service “sets the rules for the overall management and organization of a politically neutral and impartial Civil Service, the rules on the admission to the Civil Service, working conditions, the rights and obligations of staff, personal conduct, career progression and professional development of Civil Servants”.<sup>16</sup> Article 35, defines rules and obligations for the Civil Servant’s Capacity Building where it states that “all Civil Servants are eligible for and also required to upgrade and enhance their professional capacity through training in the Civil Service. Civil Servants may also be authorized to attend, outside the Civil Service, specialized educational programs, for their professional development, as long as relevant for the Civil Service of Kosovo.”<sup>17</sup>

Another issue that is worth to emphasize, which is also related with the training process, is the evaluation of the performance of the civil servants. This assessment, according to article 33, defines that the Performance Appraisal of the Kosovo CSL shall be conducted periodically at the end of each year, and the purpose of it is “to enhance work performance and to ensure the gradual improvement of the professional capacity and quality of administrative services”.<sup>18</sup> The results of performance appraisal shall be used to identify training needs of each civil servant employee and their eligibility for career advancement.

### **2.4. The training process of civil servants employees in MED from 2005-2011**

There is no central planning for developing a training program or co-ordination of training activities for MED, despite the fact that training and capacity building is one of the main challenges and permanent tasks of the Ministry of Economic Development. Training and professional education is developed and implemented on department levels and sometimes on

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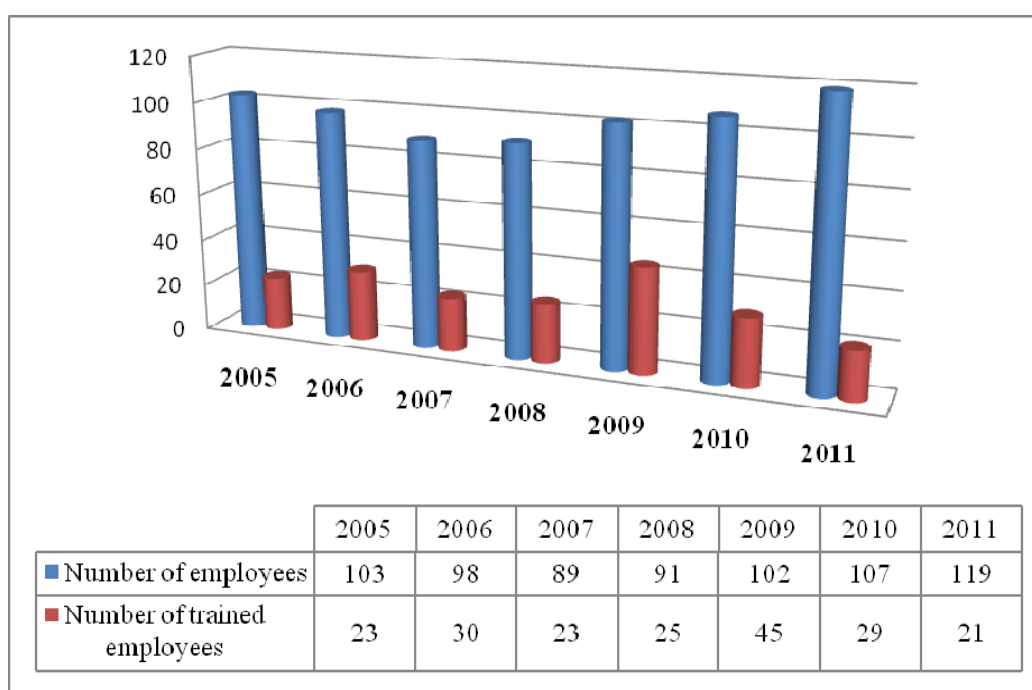
<sup>16</sup> Law No. 03/L-149 On the Civil Service of Republic of Kosovo

<sup>17</sup> Law No. 03/L-149 On the Civil Service of Republic of Kosovo

<sup>18</sup> Law No. 03/L-149 On the Civil Service of Republic of Kosovo

individual levels. As all civil servants in the Ministries of the Government of Republic of Kosovo, MED employees too can participate in a broad range of training courses on topics related to administration. An Executive Agency is established within the Ministry of Public Administration (MPA) and its aim is to support Kosovo Public Administration through staff training in the field of good governance, management, administration, legislation, human resources, budget and finance, information technology and municipal issues. The MPA determines development policies of Kosovo Civil Service. KIPA, on the other hand, develops and implements training policies for KCS.<sup>19</sup> In the below figure is presented the number of trained employees for period from 2005 through 2011 based on the data from MED personnel division.

**Figure 2-2 Number of MED trained employees during period 2005-2011, Personnel civil service database in MED**

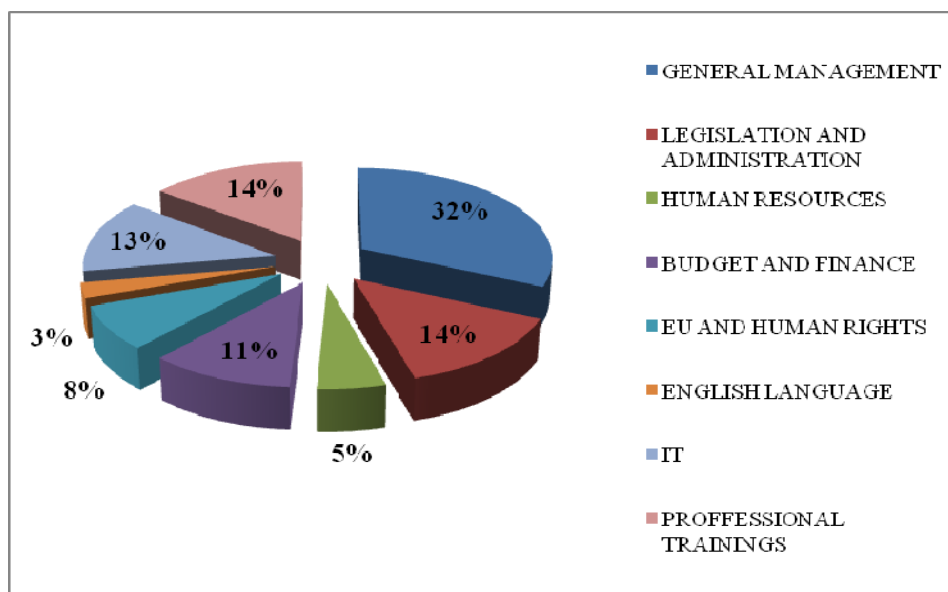


As it can be seen from the data presented in the table above, the largest number of civil servant employees trained from 2005 until 2011 is during 2009, which expressed in percentage is 44%, while the lowest number of trained civil servants employees is in the first year of the Ministry's existence in 2005, which expressed in percentage is 22%.

<sup>19</sup> <http://ikap.rks-gov.net/Default.aspx?LID=2>

In figure 2-3 are presented training courses on different fields held from 2005 through 2011. They are summarized in eight different fields.

**Figure 2-3 Training courses on different fields held from period 2005-2011, personnel database in MED**



As it can be seen from the above chart training topics during the period from 2005 up to 2011 were mainly on general management issues about 32%, while training topics on professional or specialized sectors as on energy or mining sectors were not sufficient, there were only 14% of overall trainings held during these years.

## 2.5. Why trainings were conducted?

The most important resources of the public administration are its employees, as it is a case with all organizations, and the key to their successful functioning depends on the results of activities and outputs of the employees. “The public administration is grounded in a strong desire to serve the public and solve its problems.”<sup>20</sup> Since its establishment, the management of MED is focused on training and developing its employees in order to accomplish the goals of Ministry. As it was noticed from the analysis of the training process from 2005 through 2011, MED management provided its employees with general trainings needs such as General

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<sup>20</sup> Grover Starling, Managing the Public Sector, p. 7

Management and Administration, Information Technology, English Language, Finance, etc., which were designed and implemented mostly from KIPA.

The Ministry itself did not have any training program, designed according to the needs of employees. The Ministry trained its civil servant employees mainly according to KIPA's plan that existed for the whole Kosovo Public Administration and also by *ad-hoc* trainings that were offered to the employees through consultancy. So, MED did not have its training program for its employees and training topics were not in accordance to employees' needs. Also, training topics were not important and in accordance with policies of the Ministry. In the first year of the existence of the Ministry trainings offered in General Management and Administration were welcomed but, over time the offered training programs were not sufficient to employees. As a result each employee is faced every day towards new era, that of new technology and broader knowledge. So, the training needs rise from day to day because there was a need for progress, competition and training development for every employee.

In order to be successful in achieving its strategies, mission and goal, MED needs to develop various trainings that recognizes, supports, and promotes learning within the Ministry. This training development is very important, both for the ministry and for employees as well, because it impacts their performance and motivation. The Law on Kosovo Civil Service defines trainings as a right and obligation for civil servants and emphasizes the link between their performance and training. So, under this law, "Civil servants are entitled and obliged to increase their professional skills through training in the Civil Service. Results of performance appraisals should be used, inter alia, to determine individual or group training needs of civil servants."<sup>21</sup> Civil Servants employee shall be eligible to access training, which is relevant to their function and represents an advancement of their professional and/or academic career. The target is to build up the capacities of MED civil servants through qualitative trainings. Building up a powerful, accountable and professionalized public administration according to international standards is one of the Ministry's needs.

## **2.6. Who financed trainings and how much budget was spent?**

The budget is important because through it the ministry implements its policy development. "Budgets can be a rich source of information on government programs,

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<sup>21</sup> Law No. 03/L-149 On the Civil Service of Republic of Kosovo, Article 35

employment and performance, among other things.”<sup>22</sup> The process of budgeting is always difficult. There are more demands from departments of the Ministry than those that can Ministry approve. Ministry approves only those projects that are necessary and fully justified and enables the Ministry to achieve its goal. The Ministry’s budget demands are always larger than government’s opportunity to receive and to finance them. Despite difficulties and dissatisfaction of all parties, the best budget is considered the budget which is allocated for the realization of basic programs development policies of our ministry. MED’s budget is divided into different categories. There is a category for salaries and wages, capital investments, subsidies, utilities and for goods and services. Within the category of goods and services there is a sub-category for educational and training services. The table 2-2 presents allocated budget for educational and training services through past six years. The overall budget of the Ministry was approximately 2 million Euros per year, while for the educational and training services has been allocated only 2%.

**Table 2-2 Allocated budget for education and training services in MED for period 2005- 2011<sup>23</sup>**

Year	2005	2006	2007	2008	2009	2010	2011
Allocated budget for training services	40,000.00€	40,000.00€	40,000.00€	38,100.00€	34,000.00€	39,600.00€	87,000.00€
MED budget	1,920,000.00€	1,920,000.00€	2,695,862.00€	1,025,000.00€	1,930,328.00€	2,257,266.40€	41,492,880.00€

As it can be seen from the table above, it could be concluded that the allocated budget for trainings MED has been constructed it without any proper training plan, but rather it has been allocated by inertia.

All trainings delivered by KIPA were financed from the budget of the Republic of Kosovo, which is allocated from Government for KIPA Institution under MPA to provide and implement training courses for all civil servant employees of the Republic of Kosovo, in the central and local level.

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<sup>22</sup> R. Mark Mussel, Understanding Government Budget, A practical Guide, p. 2

<sup>23</sup> Database of the Budget and finance division in MED

## 2.7. Termination of employment of civil servants

During the period of 2005- 2011 a considerable number of employees terminated their employment with the Ministry with unilateral decision, so most of them have resigned from the position. The table below presents the number of employees that left MED during past six years.

**Table 2-3 Number of Civil Servant Employees that terminated employment<sup>24</sup>**

<b>Year</b>	2005	2006	2007	2008	2009	2010	2011	Total
<b>Terminated number of employees</b>	25	14	19	22	18	7	3	118

During period from 2005 until 2011, 118 civil servant employees left MED. Most of them were trained employees. This termination of employment is combined with a loss of knowledge and experience, which needs to be compensated by recruiting new personnel, training, building new capacities and reallocation of tasks to the remaining personnel in the Departments. It often happens that an officer, after having attended for several years numerous training, after having trained in doing his work, he finds a job in either another sector in another ministry or in a private company. They go to the private companies because of the market demands and it has room for increasingly skilled officials. Another cause of terminating the employment in CS is material reward for an officer. If the official makes his work more efficiently, as a result of training, he/she should be rewarded for this performance, [because he/she brings profit to the Ministry]; help of building career and increase responsibilities of officials.

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<sup>24</sup> Personnel civil service database in MED, January 2005-December 2011

## Chapter 3

### Detail MED Training courses, 2005-2011

#### 3.1. Training courses in 2005

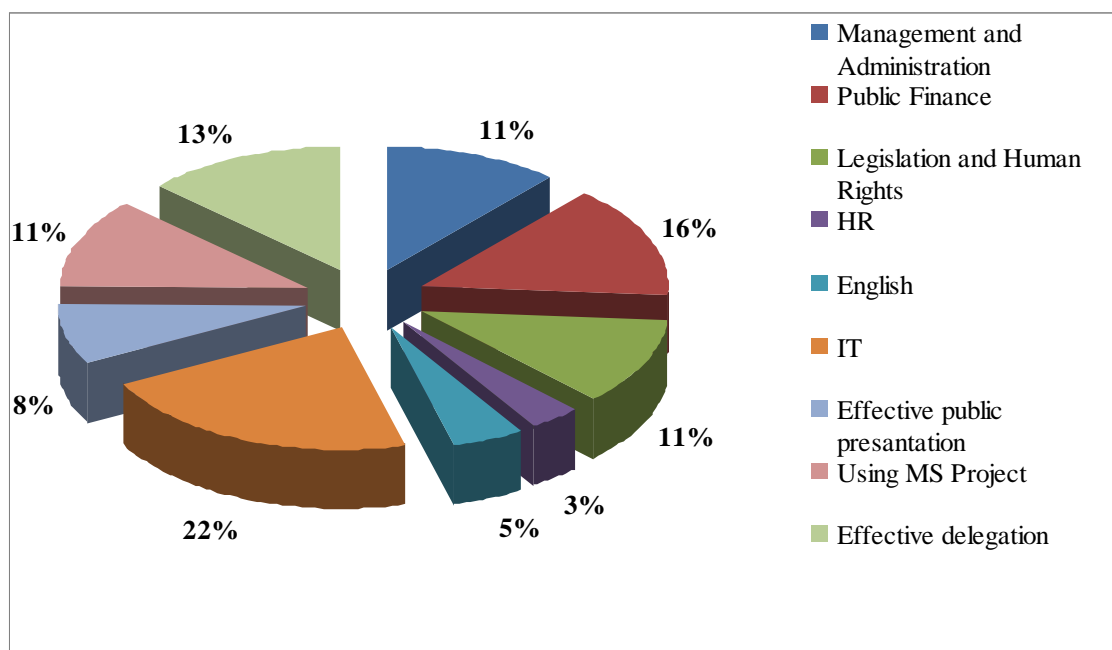
In its first year the Ministry started with establishment of training programs for the employees on general skills such are Management Issues, Information Technology Systems and foreign languages. Some of the trainings on *Effective Public Presentation*, *Using Microsoft Project* and *Effective Delegation* were held mainly from an outside consultant company called Management Development Associates (MDA). The other trainings on *General Management*, *Strategic Planning*, *Human Resources Development*, *Human Rights*, *Gender Equality*, *Finance Management in the Public Sector*, *Internal Audit and Control*, *Legislation Priority Development*, *Continuing Juridical Education*, were conducted by the Kosovo Institute for Public Administration (KIPA). This training program was implemented in the period from February to December 2005. Table 3-1 presents the total number of employees for the year 2005 which is 101, out of which 23 employees were trained (16 male and 7 female). MDA has trained 12 participants, while KIPA has trained 11 participants.

**Table 3-1 Training topics and number of participants as in December 2005- MED personnel database**

Topics	Female	Male	Participants	2005	Organization
Project Managing	1	0	1	February	KIPA
English Language	1	2	3	March November	New Age School
Continuing Juridical education	2	0	2	April	KIPA
Information Technology	5	8	13	May	KIPA
Loss Control Management Safety at Work	0	2	2	December 04 through May	consulting company
Human Rights	2	0	2	June	KIPA
Effective Delegation	1	7	8	September	MDA
Managing Finance in Public Sector	1	4	5	September	KIPA
Finance Review	1	3	4	September	MDA
Effective Public Presentation	0	5	5	September	MDA
Using Microsoft Project	1	6	7	October	MDA
Code of Conduct	1	0	1	November	KIPA
Leadership and Delegation	0	1	1	November	KIPA
Personnel Regulations	1	0	1	November	KIPA
Gender Equality	3	0	3	November	KIPA
Fundamentals of Organizational Management	1	1	2	December	KIPA
Team Managing and Negotiation	0	1	1	December	KIPA
Total	21	40	61		

As it can be seen from the table above, in the first year of the Ministry's existence the training topics were generally on Management, Administration, Legislation and Information Technology. The highest number of trained employees was in courses about *Information Technology* followed by *Public Finance* and *Effective Delegation* course. These trainings were very useful for the newly recruited civil servants, because of the fact that most of the employees were without experience, especially in the public administration. The chart below clearly presents the areas of training topics; those were mainly in *General Management and Administration*, *Public Finance*, *Legislation and Human Rights*, *Human Resource Management and IT*. Figure 3-1 presents the percentage of conducted trainings divided by field categories.

**Figure 3-1 Areas of training topics held in 2005 expressed in percentage, database in MED**



As it is seen in Figure 3-1, the information technology trainings were the most focused field for providing the civil service employees which basic knowledge and skills in Information Technology, to learn how to use it and apply it in day to day work.

### 3.2. Training courses in 2006

As in 2005 the training programs held during the year 2006 are mainly on general skills organized by KIPA. Training courses offered by KIPA are listed in Table 3-2.

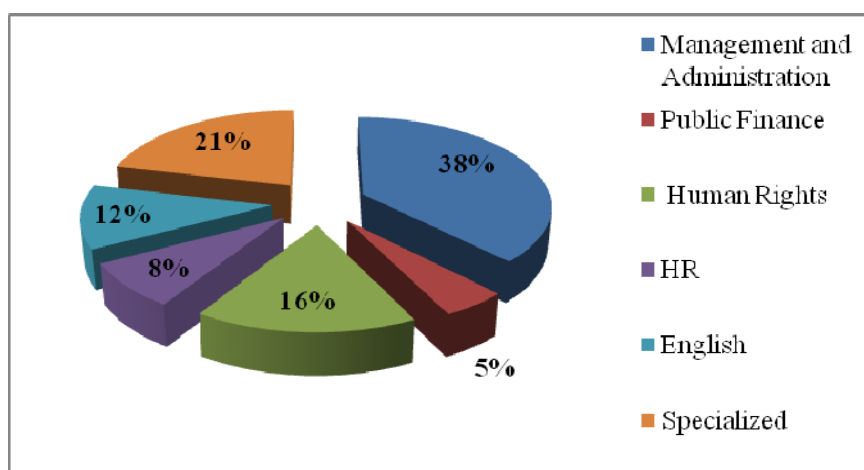
**Table 3-2 Training topics and number of participants as of December 2006- MED  
personnel database**

Topics	Female	Male	Participants	2006	Organization
Internal Auditing	1	0	1	January	KIPA
Communication and Compiling Official Papers	2	1	3	February	KIPA
English Language	3	4	7	February through May	New Age School
Managing the Meetings	2	2	4	March	KIPA
Gender Equality	1	0	1	March	KIPA
Managing Personnel	1	0	1	April	KIPA
Code of Conduct	4	0	4	April	KIPA
Human Rights	5	0	5	April	KIPA
Managing Stress	3	0	3	April	KIPA
Fundamentals of Organizational Management	0	1	1	June	KIPA
Managing Finance	2	1	3	June	KIPA
Leadership, Motivation and Delegation	1	2	3	June	KIPA
Law on access on Official Documents	3	1	4	July	KIPA
Basic knowledge on interpretations	2	0	2	July	KIPA
Arc GIS-basics	0	1	1	September	BEAK
Professional Development of Human Rights Units	4	0	4	October	KIPA
Fundamentals of Mine Economics	0	4	4	October	RWE
Practical Workshop of Mineral Deposit Evaluation and Classification	0	5	5	November	RWE
Strategic Planning	0	5	5	December	RINVEST
<b>Total</b>	<b>34</b>	<b>27</b>	<b>61</b>		

Training activities and courses during 2006 were organized by KIPA and only thirty employees of the Ministry have been trained (14 female employees and 16 male employees).

Figure 3-2 shows that the most of the training courses were in the Management and Administration field, followed by training courses in professional fields.

**Figure 3-2 Areas of training topics held in 2006 expressed in percentage**



### 3.3. Training courses in 2007

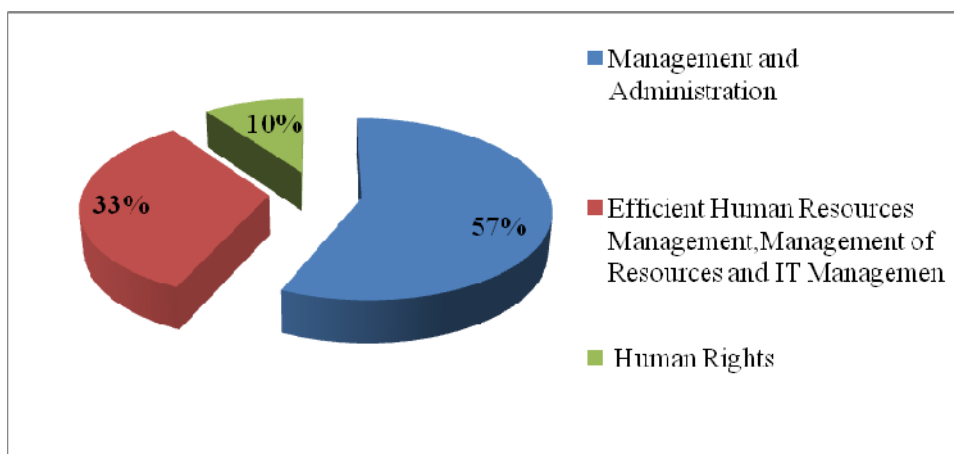
As in the previous years the training activities and courses held during 2007 presented in Table 3-3 are mainly in the Management and Administration field, especially in Efficient Human Resources Management and Information Technology Management organized by KIPA and by the International Center for Democratization.

**Table 3-3 Training topics and number of participants as of December 2007- MED personnel database**

Topics	Female	Male	Participants	2007	Organization
Workshop on accountability, equality and rule of law	2	0	2	February	OSCE
Public Administration Reform	2	0	2	February	KIPA
Managing finance	4	0	4	February	KIPA
Organizing work	1	1	2	February	KIPA
Problem solving and decision making	0	3	3	February	KIPA
Fundamentals of organizational management	1	2	3	April	KIPA
Human Rights	3	0	3	May	Center for human rights
Communication and compiling official papers	0	1	1	June	KIPA
Efficient Human Resources Management, Management of Resources and IT Management	7	3	10	November	International Center for Democratization
Total	20	10	30		

Figure 3-3 shows more than half of the training participants attended the training courses in Management and Administration and the other fields of training were followed by Efficient HR Management courses.

**Figure 3-3 Areas of training topics held in 2007 expressed in percentage**



The total number of participants was thirty out of which 20 female participants and 10 male participants.

### **3.4. Training courses in 2008**

In the fourth year of the Ministry's existence a greater number of training topics is seen compared with previous years. It looks like that a greater attention is also given to training courses in specific fields, oriented more towards the professional sector especially in energy and mining as the most important sectors of the Ministry. The training courses on Administration, Management, Legislation and IT were held mainly by KIPA, while training courses on energy, mining and other professional courses were offered by a consultant company (EPTISA) and other specialized companies. A total number of trained employees for 2008 were 25 employees (10 male and 15 female), while a total number of participants in all training courses was 100 participants. Table 3-4 presents all training topics held in 2008.

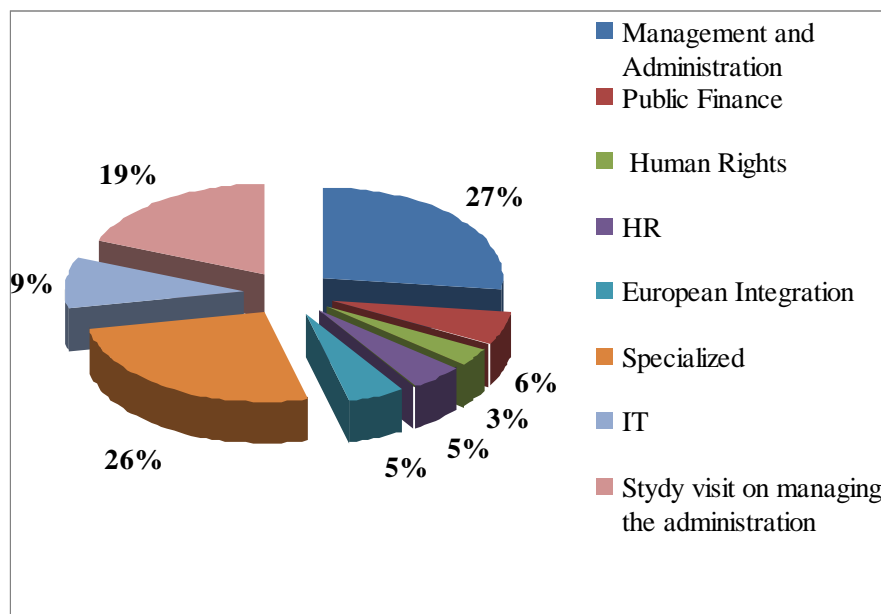
**Table 3-4 Training topics and number of participants as in December 2008- MED  
personnel database**

Topics	Female	Male	Participants	2008	Organization
Fundamentals of Organizational Management	2	0	2	May	KIPA
Implementing Law	1	0	1	April	KIPA
Basic Courses on European Integration	2	2	4	May	KIPA
Leadership and Management	1	1	2	March	KIPA
Change Management	0	2	2	November	KIPA
Project Managing	0	3	3	March	KIPA
Microsoft Office Project	0	3	3	March	KIPA
Team Managing and Negotiation	1	3	4	November	KIPA
Organizing the Work	1	3	4	May	KIPA
Preparation of Public Investment Projects	0	3	3	May	KIPA
Work Description and Performance Appraisal	2	0	2	January	KIPA
Role of Budget	1	0	1	March	KIPA
Reform on Public Administration	2	0	2	December	KIPA
Code of Conduct	1	0	1	October	KIPA
Human Rights	3	0	3	March	KIPA and OCSE
Information Technology	4	2	6	November	KIPA
Identification of Training Needs	2	0	2	May	KIPA
Developing and Implementing Public Policies	0	1	1	March	KIPA
Custom Arc GIS Training	0	2	2	November	MPA
Introduction to Arc GIS Server 9.3	0	2	2	December	MPA
Basic course on basic knowledge of operation and power system characteristics	2	10	12	October	RIINVEST
Financial Accounting	2	0	2		SCAAK
EU Environment Policy	1	0	1	April	KCSF
Leadership Motivation	0	1	1	June	EWC
Training course on EA for the Lignite Mining and Power Generation Sector	1	0	1	September	ERM Italia
Standards, Importance and Benefits from their use	0	1	1	October	British Standards
Training on Anticorruption	1	0	1	July	AKK
Reforms on Energy structure	1	0	1	February	EPTISA
Introduction to Energy Auditing	0	2	2	February	EPTISA

Workshops on: Strategic and Annual Planning, Controls, Introduction to Management, Basic Accounting Skills and The Role of the Budget	1	0	1		Human Dynamics
Policy Coordination and Financial Stability, Debt Management	1	0	1	May, June	Slovenia
Internal Auditing	1	0	1	June	APPK
Workshop on Regulating Utilities Public in Market Economies	1	2	3	April	AUK
Developing of the Energy Sector Energy Efficiency and Renewable Resource Energy	0	3	3	October	Bulgaria
Study visit on Managing the Administration	11	8	19	November	Albania
Energy Community Social Forum	0	1	1	November	Albania
Total	<b>46</b>	<b>53</b>	<b>100</b>		

Based on the list of training topics and the number of participants, it could be said that almost an equal number of participants was trained in the Management and Administration field as in the specialized professional field. Figure 3-4 presents the different training courses held during 2008 expressed in percentage.

**Figure 3-4 Areas of training topics held in 2008 expressed in percentage**



As we see from the above figure training courses held during 2008 are mainly in management administration (27%) and in specific field (25%).

### 3.5. Training courses in 2009

The highest number of trained civil servant employees throughout the period from 2005 until 2011 is in 2009.

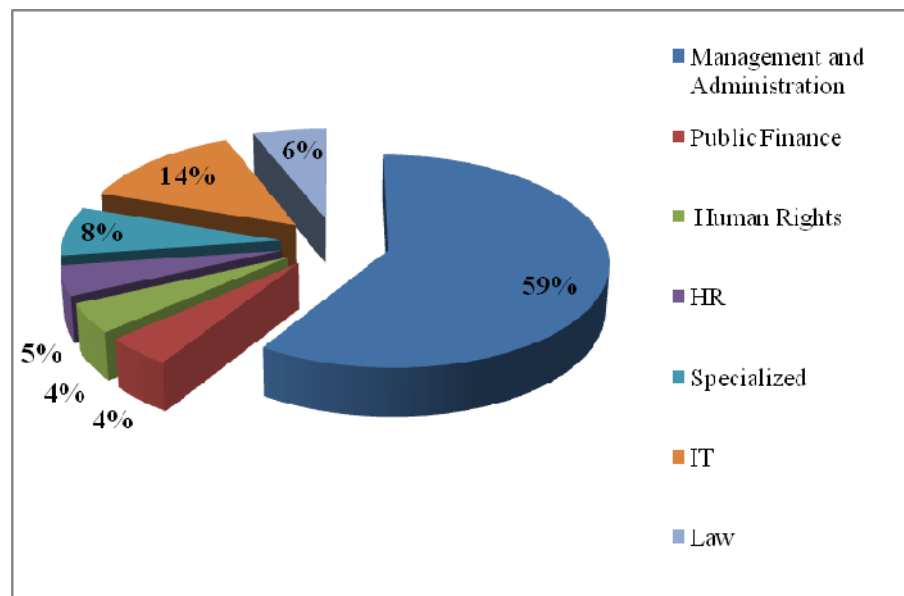
**Table 3-5 Training topics and number of participants as in December 2009- MED database**

Topics	Female	Male	Participants	2009	Organization
Basic Accounting	0	1	1	June	AFAS
Archive Training	1	0	1	June	KASA
Introduction to State Protocol: Professional Etiquette and Official Ceremonies	4	1	5	December	CEBD & BSC KOSOVO
Business Plan & Project Management	1	9	10	December	CEBD & BSC KOSOVO
Electronic Governance		4	4	January	KIPA
Macromedia Flesh and Dreamweaver	1	0	1	May	KIPA
The Property Module	0	1	1	September	MEF
Interviewing Skill	0	1	1	January	KIPA
Professional Procurement	1	0	1	February	KIPA
Efficiency in Administration, Ethics and Protocol of the Office	5	0	5	January	KIPA
Decision Making Process	3	1	4	June	KIPA
Managing and Organizing the Work	4	1	5	May	KIPA
Strategic Planning	1	0	1	May	KIPA
Identification on Training Needs	0	2	2	May	KIPA
Law in Public Administration	2	0	2	November	KIPA
Law Drafting	1	1	2	September	USAID
Implementing Internal Control of Public Finance	1	0	1	February	KIPA
Managing the Organization and People, Operations, Projects, MS Project,	2	0	2	June July	Hope fellowship
Macromedia Flesh and Dreamweaver) and Technology Management	1	3	4	April May	KIPA
Induction Course for new Civil Servants	1	1	2	February March	KIPA
Introduction to Arc SDE 9.3	0	2	2	January	GISDATA
Seminar on the European Human Rights	2	0	2	May	Council of Europe
Slovak Experience In Environmental Management and Remediation of Mine Sites.	0	1	1	October	UNDP
	<b>31</b>	<b>29</b>	<b>60</b>		

Table 3-5 presents training topics and the total number of trained employees, 45 employees have been trained (21 females and 24 males) which expressed in percentage is 44% of the total number of MED employees, which presents the highest percentage over the 6 years time frame. It shows that training topics do not differ from previous years and the highest focus of training topics was given to the Management and Administration field.

Figure 3-5 depicts the training topics organized on different areas. In the Management and Administration we have 59% of training topics, while specialized trainings in the energy and mining sector are only 8%.

**Figure 3-5 Areas of training topics held in 2009 expressed in percentage**



### 3.6. Training courses in 2010

In 2010, for the first time during the period of the Ministry's existence since 2005, we have more training courses in professional/specialized field, followed by courses in public finance. Table 3-6 clearly depicts training topics and number of participants during 2010.

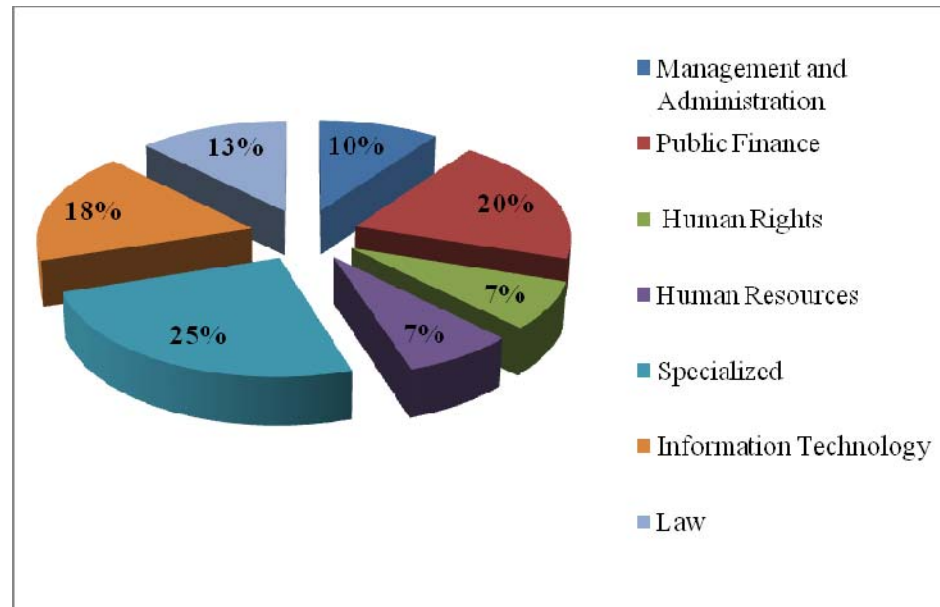
**Table 3-6 Training topics and number of participants as in December 2010- MED personnel database**

Topics	Female	Male	Participants	2010	Organization
The Office of Management and Time Management	0	1	1	April	KIPA
Anti Corruption Action Plan Management Training	1	0	1	November	EU-AC
Management of Anti Corruption Activities	1	0	1	June	EU-AC
Civil Service Law	1	0	1	November	FLSA
Certificate on Professional Procurement	1	1	2	February	KIPA
Inter-ministerial Conference on International law, treaties and protection of human rights	1	0	1	June	USAID - MFA
Convention on the Rights of the Child	1	0	1	December	CRCA Albania
Consecutive and Simultaneous Interpretation Skills and Techniques Training	1	0	1	December	OSCE
Intensive Advanced Serbian Language Training for Interpreters	1	0	1	December	OSCE & KIPA
Energy Audit of Buildings	0	1	1	January	Det Norske VERITAS (DNV)
Legislative Drafting	0	1	1	January	RESPA & EIPA
Internal Auditing	1	0	1	February	MEF
Managing Archive Classical and Electronic	1	0	1	November	Kosovo Archive
Finance	3	1	4	January	MEF
Public Finance	2	1	3	February	MEF-USAID-SHKÇAK
Managing Public Finance	1	0	1	March	FLSA
Oasis Montaj & Extensions	1	1	2	July	GEOSOFT
Information Technology - Dynamic Plans in MS Project	2	1	3	April	KIPA
Windows XP, Microsoft Office(Word, Excel, Power Point, Access, Outlook) & Internet	1	3	4	March	KIPA
Training the trainers	2	0	2	November	KIPA
<b>Total</b>	<b>22</b>	<b>11</b>	<b>33</b>		

Table 3-6, presents the total number of trained employees, which is twenty nine (16 females and 13 males), while the total number of participants in training courses is 33.

Figure 3-6, shows that there are 25% of specialized trainings, followed by 20% in Public Finance, whereas the smallest percentage is in Human Rights issues and the Human Resources field with 7%.

**Figure 3-6 Areas of training topics held in 2010 expressed in percentage**



### 3.7. Training program in 2011

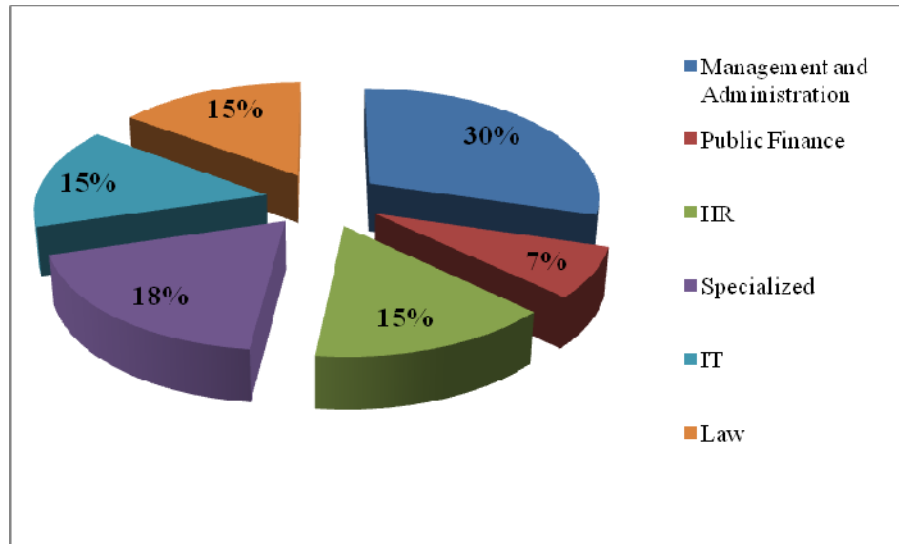
The smallest number of trained employees was in 2011, comparing with the five previous years. The total number of trained employees is 21 (13 females and 8 males). Table 3-7, presents all training topics organized in 2011.

**Table 3-7 Training topics and number of participants as in December 2011, MED personnel database**

Topics	Female	Male	Participants	2011	Organization
Certificate on Professional Procurement	0	2	2	February	KIPA
Energy Community Training Course in Energy Diplomacy	1	0	1	October	Energy Community
Drafting Personnel Policies	1	0	1	May	KIPA
Internal Regulation of AFAS	0	1	1	May	AFAS
Drafting & Communicating of the Documents in Public Administration	1	0	1	March	KIPA
Training courses on Legislation: Law on State Administration, Civil Service Law and Regulation implementing the CSL	4	0	4	April, May, October, November	KIPA
Project Cycle Management	1	2	3	May	European Liaison Commission
Organization of Work, Teamwork and Time Management	2	1	3	April	KIPA
Strategic Management	1	0	1	May	RESPA
Project Description of Work	1	0	1	August	KIPA
Dynamic Planning MS Project	0	1	1	May	KIPA
Managing the Payroll System	2	1	2	May	KIPA
Training in walk through/simple industrial audits and implemented a walk through audit of an industrial plant	0	1	1	March	DNV
Information Technology, Windows XP, Microsoft Office & Internet	3	1	4	March	KIPA
Workshop on Public Procurement of Energy Efficiency Services	0	1	1	May	European Liaison Commission
<b>Total</b>	<b>17</b>	<b>11</b>	<b>27</b>		

Figure 3-7 presents training courses held in different areas during 2011. From the chart it is noticed that the highest percentage of trainings is in Public Finance field with 25%, whereas in IT is 21%, and 18% in specialized professional topics.

**Figure 3-7 Areas of training topics held in 2011 expressed in percentage**



## **Chapter 4**

### **Research Methodology**

#### **4.1. Description of the research methodology**

Based on the analysis from the previous chapter it can be concluded that during the period from 2005 to 2011, MED conducted a significant number of trainings for its employees. There was a relatively satisfactory inclusion, but training is considered successful when it has a direct effect on the participants. The question which needs to be answered is what effect did these trainings have on the officials of the MED? Also, a similar question to be answered is how many trained employees improved their performance after the training? Only after we have given an answer to these questions we can see the advantages or current training deficiencies and may propose solutions for the future.

The purpose of this capstone is to find the answers to the above questions and to recommend possible solutions. In order to assess the trainings at the MED, I have conducted a research by using several methods. To make such an assessment I have reviewed in detail all the trainings conducted so far, each separately and all together, considering quantitative and qualitative aspects, for the period from 2005 to 2011. The nature of trainings conducted so far is broken down in training themes, their effect in practice, etc. The training topic, the number and gender of the participants has been evaluated, and also the organization that conducted the training.

Training analyses is done in order to determine whether the Ministry had specific policies or strategies for the training of employees, and to verify whether the trainings over a certain period, had a theme and target interactions.

To have a better understanding of the effect of the trainings conducted so far, a questionnaire has been distributed to all the MED employees in which they responded to the questions that relate to the quality and impact of the trainings so far, suggestions for improvement, and recommendations for the future. Their answers could be the most important primary data for a rational assessment of the impact of the trainings and expectations of employees for the future.

Following that, also interviews were conducted with heads of departments at MED, who play a key role in the training process of the employees in their departments. Interviews were conducted with the Head of Support Service Department, Legal Department, Energy

Department, Mining Department, Public Enterprise Policy and Monitoring Unit and Department of Post-Telecommunication and Information Technology. The answers of these key managers, serve as a primary data to see whether the training process is planned in compliance with the training needs of the civil servant employees of MED.

#### **4.2. Qualitative analysis of past trainings**

During the period from 2005 to 2011 MED conducted a number of trainings, in total one hundred and thirty nine (139) trainings on various subjects, with three hundred and seventy two (372) participants. Considering the total number of the officials of the Ministry and the period of the trainings, the general result of the trainings and of the participants attending is satisfactory. However, in analyzing and considering the manner of the trainings organized and subjects developed, then one can notice gaps in this process.

Firstly, the expansion of the trainings in the time frame is not proportional and does not have a predetermined plan. In 2010 there were a large number of trainings conducted: twenty (20) training sessions, with thirty three (33) Participants. In 2008 there were thirty six (36) training sessions, with hundred (100) Participants, while in 2007 there were nine (9) trainings, with thirty (30) Participants. On the other hand, the trainings were not organized during a certain period of time within the year. Thus, trainings of 2005 were conducted mainly in the months from September to December, while trainings in 2010 were mainly conducted from January to April.

Even just from this comparison of facts about the time when trainings were conducted at MED, it can be concluded that MED does not have a strategy and a method of the training needs for its officers. It lacks the strategy, planning for the training, general and individual. Trainings are organized according to the needs of the MED or according to the annual plan of KIPA and they are organized by different consultancy offers mainly international ones. Given that the Ministry does not have a strategy and a plan of trainings, it creates its own needs for trainings on ad hoc basis and according to situations. This formulation of the needs is not always the right one; sometimes it harms the officers' real training needs. On the other hand KIPA has its own annual training plan that is designed for the training needs of the civil servants of the Kosovo Public Administration, but it is not designed especially for a certain Ministry, it is a general plan that only meets the general needs of the training requirements for the whole Public Administration of Kosovo. This plan helps to some extent the MED training requirements, but not completely. While various consultants, mainly international, who offer

their consultancy, sometimes are in line with the actual MED requirements, but also often are not compatible. Those sometimes are financed through, and trainings are conducted according to the consultancy companies plan and not according to the real need of the Ministry.

Another qualitative comparison of the past trainings can be made by analyzing the training topics. Many times the trainings had topics that related to the real needs of the Ministry, but many times topics were general, not specific, and as such, have not helped the officials to acquire the skills for a more efficient working.

Also, often the training subjects were not the right ones, such as teaching of English Language. Learning of a foreign language is a personal matter and not a real need of the Ministry. If a job position requires knowledge of English Language, then it should be specified in the Job Description advertisement and the officer must possess the skill. But if knowledge of English is not foreseen with the post then organizing of the trainings for English Language Courses is out of the real need of the MED.

We can conclude that the selection of the training topics is not always according to the real need of the Ministry. A part of the themes are determined by KIPA according to its annual training planning, a part of the themes are determined by the consultancy companies with a prior alignment with the MED management, and a part of the topics are assigned by the Ministry itself, but from these topics there is a number that are not a real demand of the Ministry.

In regards to finance, even a superficial survey shows that the Ministry did not allocate budget for the trainings under a prior planning. The amount of the budget allocated is the same from one year to the other; this means a fixed amount is allocated, more on the basis of inertia, without having on mind the annual training needs.

Once we had observed in details and compared some of the elements of the trainings, the extent of time during the years, extent of time within the year, selection of training topics as well as budgetary allocations for the trainings, it can be concluded that MED during all this period did not have a strategy for the real training needs, it lacks an annual planning for the trainings, it lacks a detailed analysis on the training topics, the methods of training and the number of participants. All the trainings so far, as many as they were, have not been behind a MED policy, but have been planned over short periods and as appropriate as they could. Without any previous policy it is evident that the Ministry has not developed subsequent policies, has not developed a plan to use the new skills gained by the training and has not

developed a plan for verification of the skills. This fact, the lack of the strategy and the plan for the true needs for the trainings, topics and methods of trainings and lack of the plan to implement the skills learned during trainings has affected the training process during all the time. The training results have been always less than it was expected.

#### **4.3. Effect of training through the prism of participants and interpretation of employee questionnaire survey**

##### **4.3.1. Respondents background [Section A]**

In order to understand the impact of the past trainings, strengths and weaknesses, a survey was conducted with the civil servants of the MED. The method used is a questionnaire method. A questionnaire composed of six parts has been designed. The first part deals with background information of employee and the current position held. The second part deals with employee opinion on overall job satisfaction at MED. The third part of the questionnaire deals with MED management, especially with the treatment of employees at the Ministry. Through the questionnaire we also learn about the level of communication and teamwork building at the Ministry. A particular attention in the questionnaire was given to the past training process and the employees' recommendation for future trainings.

The questionnaire has been sent by email to 119 MED employees out of whom 56 have positively responded to. (See attached Appendix I)

**Gender of respondents:** 56 employees responded to the questionnaire out of which 20 responders are female and 36 are male.

**Job position:** Regarding the job position of respondents of the survey, the highest number of respondents belongs to the professional level 68%, while 27% belong to the managerial level and only 5% to the administrative level being also the lowest percentage of respondents.

**Level of Education:** Among respondents 64% possess University Degree also being the majority; 23% possess Master Degree and 13% possess High School Diploma.

**Age category:** Regarding the age of respondents majority fall into the category between ages 30-39 (39%), followed by ages between 40- 49 (27%), while to the age over 50 fall 18% of respondents. 16% of respondents fall to the youngest category . From this analysis we can conclude that most of them belong to the middle age, the age with full energy which

can contribute the most in achieving the objectives of the Ministry. Table 4-1 depicts the respondents' background from the first survey.

**Table 4-1 Respondents background- first survey with officers**

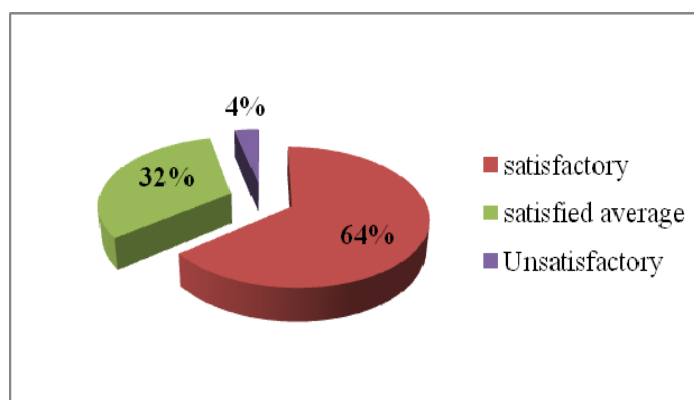
<i>Respondents gender</i>	Male	64 %
	Female	36 %
<i>Job position</i>	Managerial level	27 %
	Professional level	68 %
	Administrative level	5 %
<i>Level of Education</i>	Master degree	23 %
	University degree	64 %
	High school degree	13 %
<i>Age category</i>	Over >50	18 %
	Between 40-49	27 %
	Between 30-39	39 %
	Above 29	16 %
<i>Total participants</i>	56	47%

As it can be seen from the table above the highest percentage of respondents fall in the professional level 68%, followed by managerial level with 27% and the lowest percentage is in administrative level 5%.

#### **4.3.2. Job satisfaction [Section B]**

The second part of the employee questionnaire deals with job satisfaction of employees. Figure 4-1 presents the employee overall satisfaction in MED, where 64% of respondents answered to be satisfied with their work.

**Figure 4-1 How would you define your work, give your opinion about overall job satisfaction in MED**



The percentage of 64% of satisfied employees is an important indicator to how satisfied are the employees with their work. Only 4% claim not to be satisfied. To the question which aspect of their job was the most challenging and enjoyable, respondents answered that the professional one is more so.

Figure 4-2 presents the respondents' answer about which aspect of their job are most challenging and most enjoyable part. About 77% answered that the professional part was the most challenging and enjoyable part of their job.

**Figure 4-2 which aspect of your job is the most enjoyable part?**

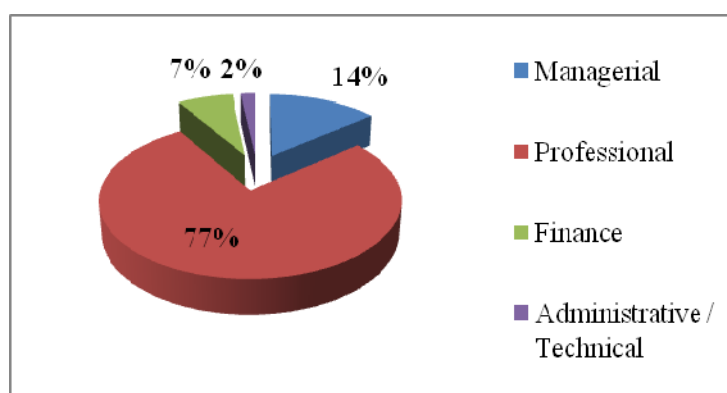


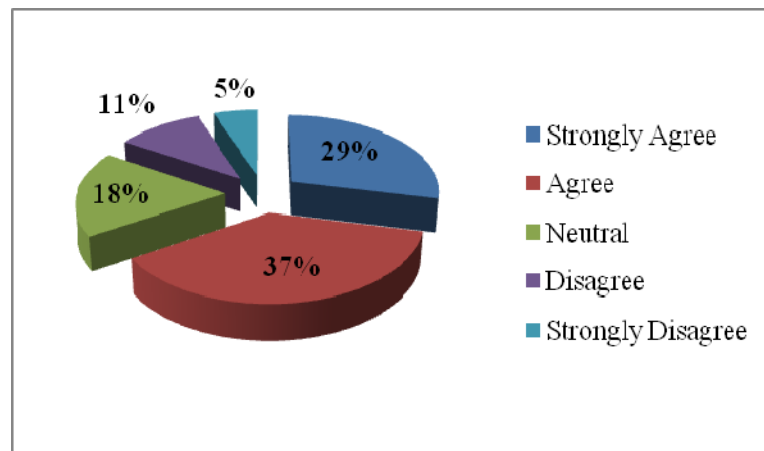
Figure 4-2 presents the respondents answers that deal with various aspects of the work of an officer. For example, the Head of Division of Human Resources in the job description has managerial, professional, financial and administrative technical aspects of the work. The question aims to examine the tendency of employees for one of the aspects of their work. The result of the responses is very significant. Namely 77% stated that they prefer more professional aspects of their job. This means that the Ministry should clarify as much as

possible the employees job description in order to engage more the officials in the professional aspect of their work. This means that each structure needs to have clear functions and responsibilities in order to identify and accomplish its work.

#### 4.3.3. MED management [Section C]

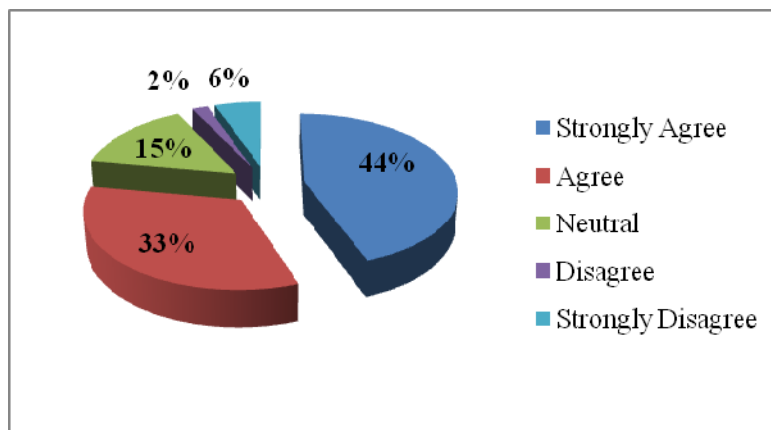
The third part of the questionnaire deals with MED Management. Figure 4-3 shows the responses about fair treatment at the Ministry, where 37% of respondents agreed on fair treatment

**Figure 4-3 I am treated fairly at the ministry**



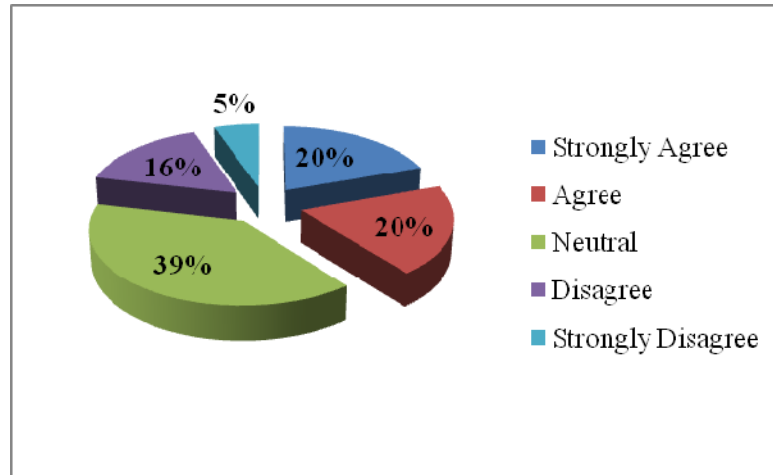
The question about manager's encouragement to the employees' effort to use and apply gained knowledge in their job, about 44% of respondents strongly agreed on that statement, while 33% only agreed. Figure 4-4 presents the respondents answers.

**Figure 4-4 My manager encourages my effort to use what I learned in the training course**



Regarding the employee motivation in MED, the highest number of respondents about motivation answered neutral, about 39%. Figure 4-5 presents employees motivation in MED.

**Figure 4-5 the employee motivation in MED is very high**



The first three questions in this part have an overlap. positive responses were very high to the question of whether they are *treated fair at the Ministry* and to whether *the manager encourages the employees effort to use and apply the learned knowledge at their job*; only 16% gave a negative response [see figure 4-3], and to the other question only 8% gave a negative response [see figure 4-4]. While to the third question, *the motivation of employees at MED being very high*, only 40% agreed, 39% were neutral, while 21% did not agree [figure 4-5]. Considering the number of neutral and negative responses, many respondents were influenced by the fact that salary is their main motivation and dissatisfaction with it is high.

The seventh question further explains this problem. To the question, *what would you like the MED management improve regarding employee motivation*; responses proved positive and relate mostly to senior management of the Ministry, but not directly with the manager of the employee. The responses are found in Table 4-2.

**Table 4-2 what would you like the MED management to improve regarding employee motivation?**

Fair and Equal treatment for all officers
Conduct more specialized trainings
Increasing salaries
The rewards for best performance or penalties for not performing, to be as fair and in accordance with law, and not based on political means or family relations
The evaluation of professional officials skills on merit based principle
Conduct the evaluation performance of employees according to procedure
Moral and material support to professional and experienced employees who show self initiative in the work
Consultation with employees who have a long experience in relevant professional field before the direct instructions are taken by their respective managers
The assignment of job holder position in compliance with professional background
Increasing the delegation of responsibility together with the increase of competence
Managers to hold regular meetings with employees in order to discuss obstacles and problems facing with
Respect hierarchical communication
More clarity in duty delegation

#### 4.3.4. Communication and Teamwork [Section D]

The questions of the fourth part of the questionnaire address the communication and teamwork relations of the employees at the Ministry and with given support for the application of the gained knowledge at the workplace. Figure 4-6 presents the respondents answers about their view for communication process in the Ministry. 34% agree that is a good communication, 29% strongly agree, while 30% were neutral and 7% disagree about it.

**Figure 4-6 there is a good communication in ministry**

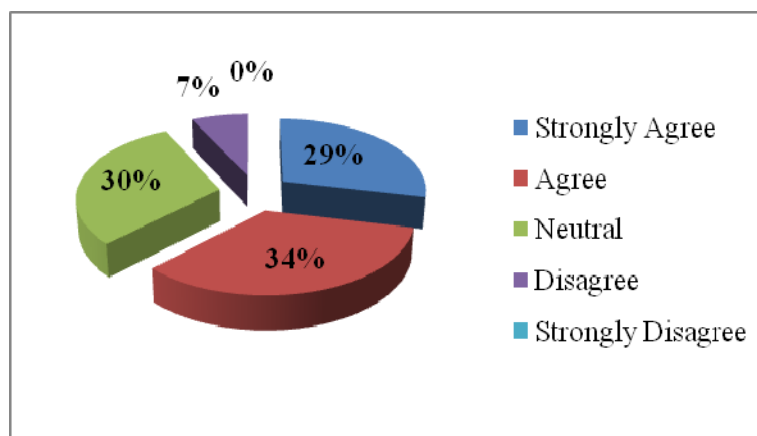


Figure 4-7 presents answers about the value of teamwork. The majority agree with the statement that teamwork is valued in MED.

**Figure 4-7 Teamwork is valued at the ministry**

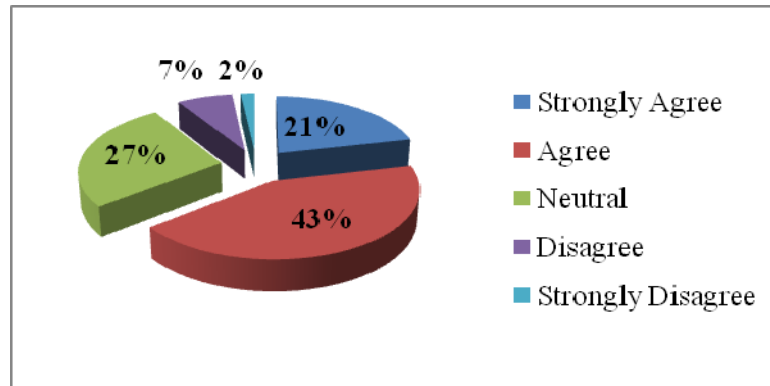
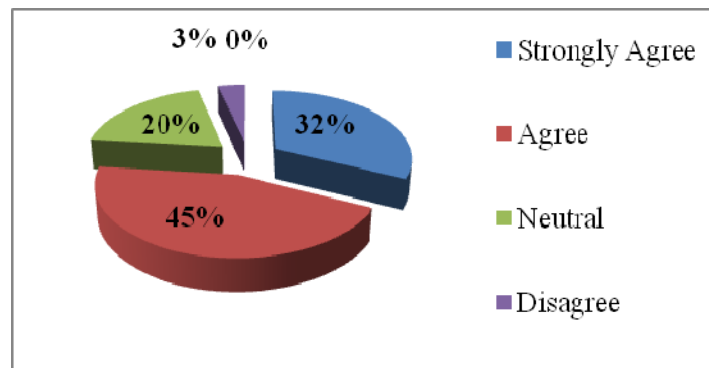


Figure 4-8 shows the working environment in the Ministry and colleagues support in transferring the gained skills in their workplace.

**Figure 4-8 my colleagues provide me with the support I need to apply what I learned in the training course**



Out of the three questions in this section, the third question proves to be an important one. Seventy seven percent (77%) agree that they have the right support to apply at work the acquired skills during the training, 20% were neutral and only 3% think that they do not have adequate support. This fact indicates that there is a real need at the Ministry for training and an understanding towards the ones trained in applying the acquired knowledge.

#### **4.3.5. Past trainings [Section E]**

The fifth part of the questionnaire is one of the two most important parts. In this part there are questions that directly deal with the past trainings of employees. Participants of the trainings responded to these questions on the benefits and weaknesses of the trainings and the

opportunities for applying the gained knowledge at their workplace, so we will treat each separately.

Only 4 % of respondents answered negatively to the first question of this part, more precisely, the trainings they attended did not enable them to perform better. The question had to do with the assessment by respondents of any benefit from the trainings, not implying the approval of the training they attended. Figure 4-9 provides the responders' answers to find out whether attended trainings enabled employees to perform better.

**Figure 4-9 the training I have received from the ministry has enabled me to do my job well**

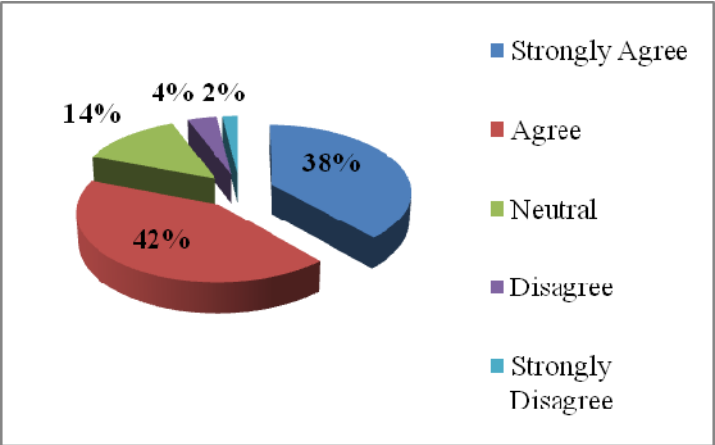
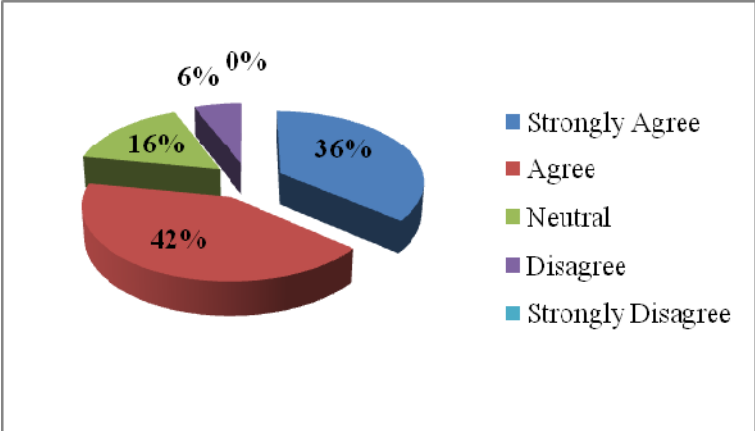


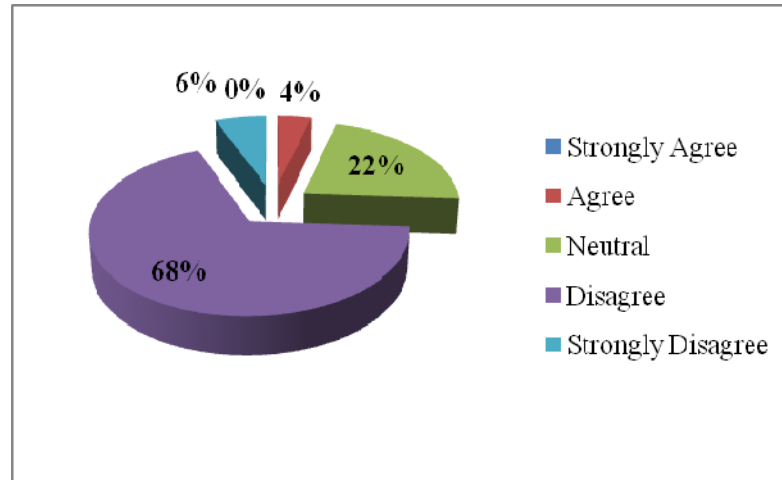
Figure 4-10 presents the answers to the second question, which are approximately the same as to the previous one: employees feel that working conditions enable them to apply the gained knowledge from the training. According to the results, 42% agree.

**Figure 4-10 my working conditions enable me to apply what I learned**



The third question of this part is a counterpart of the previous question. Sixty eight percent (68%) of respondents disagree, twenty two percent (22%) are neutral and only ten percent (10%) declare to have difficulties in applying the gained knowledge during trainings [see figure 4-11].

**Figure 4-11 I have difficulties in applying knew knowledge and skills learned in training course at my work**



To the fourth question of this section, sixty two (62 %) percent of respondents disagree that they did not gain new knowledge or skills in the training course they attended while only eight (8%) percent agree with the question. Figure 4-12 shows the responses of this question which indicates that the trainings made participants learn new skills for their work.

**Figure 4-12 I didn't gain new knowledge or skills in the attended training courses**

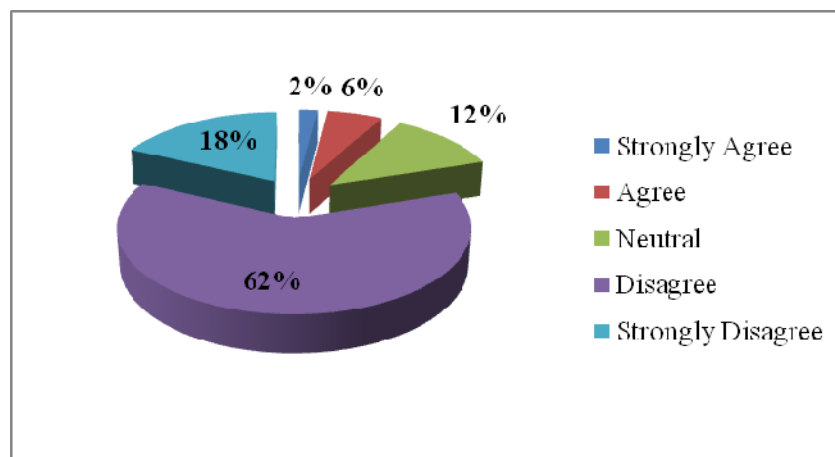
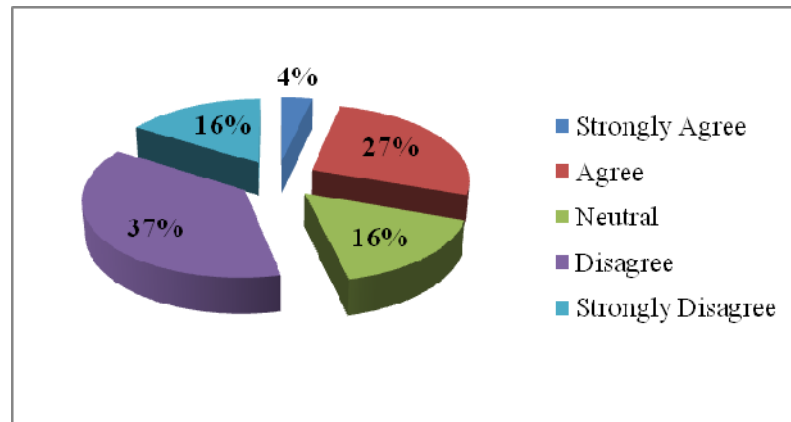


Figure 4-13 presents the question that now leads us to our capstone subject. Trainings have been useful, but how useful for the work that participants do? Twenty seven (27%) of respondents agree with the question, so they declare that followed trainings were of general

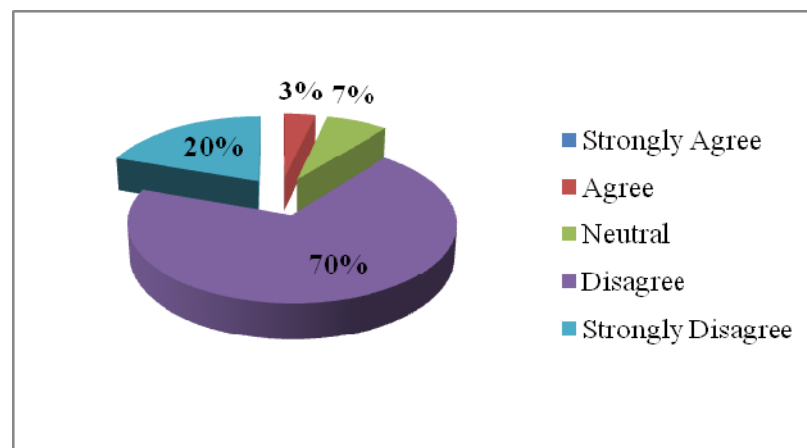
importance, but for the work they do at the Ministry, training effects were not very important. Sixteen (16%) percent of them declare neutral, which means they do not know whether they had any concrete benefits from training, while thirty seven (37%) say the contrary, the training result is important for their actual job that they do in the Ministry.

**Figure 4-13 the training courses have been very useful, but they were not very relevant to important aspects of my work**



The last question in section E is presented in Figure 4-14. Seventy percent (70%) of respondents reject the possibility that the content of training has been relevant to their work, but they did not know how to apply their acquired skills in their job, while only three percent (3%) disagree with this conclusion.

**Figure 4-14 the course content was relevant to my work, but I did not know how to apply what I had learned to my actually job**



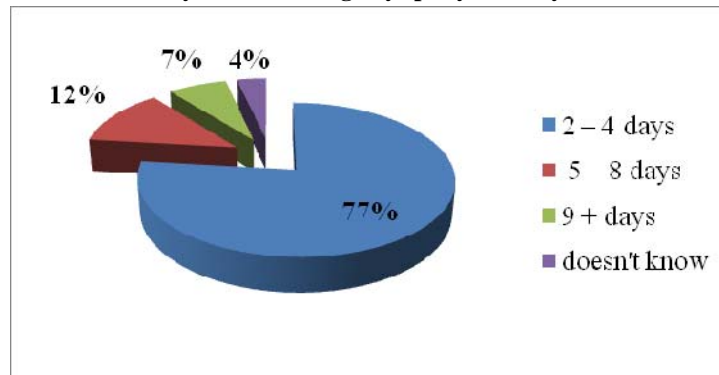
While summarizing the responses of part E of the survey we understand that the majority of respondents, in all questions evaluate the training process as useful, they claim to have learned new things in these trainings, they had the support of colleagues to apply those

learnt skills during training, but never the less they claim that the training has not been very useful for specific tasks that they perform at the Ministry.

#### 4.3.6. Recommendations for future trainings [Section F]

In the last section of the questionnaire questions related to the duration of trainings and participants recommendations about the future trainings are included. This section is one of the second important sections of the questionnaire, which directly affects the essence of this capstone project; it will be treated separately one by one.

**Figure 4-15 how many totals training days per year did you receive?**



The duration of trainings is treated in the first two questions of Section F. Figure 4-15 presents that the seventy seven (77%) percent of trainings lasted 2-4 days per year and fifty two (52%) percent of respondents think that the duration of trainings has been sufficient. However, in Figure 4-16 is presented that a large number of participants, about forty eight (48%) percent of respondents think that the training they received was not sufficient.

**Figure 4-16 Do you receive enough training days**

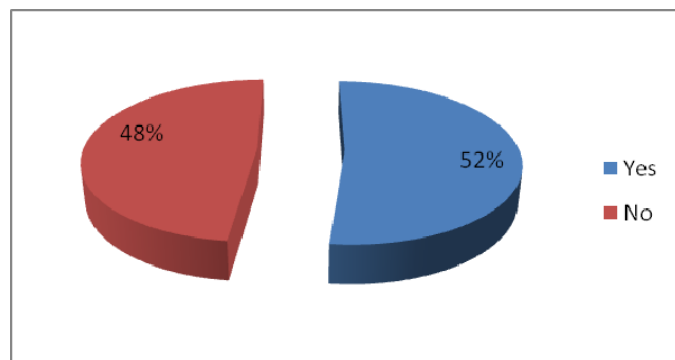
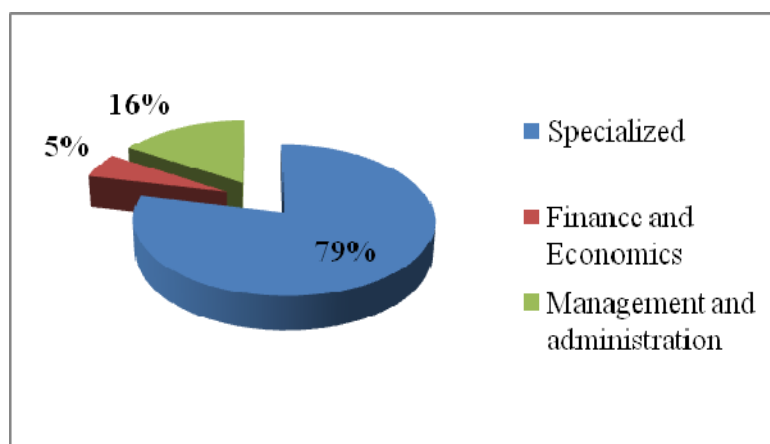


Figure 4-17 shows that about seventy nine (79 %) percent of respondents would prefer a training program that closely linked to the work they do at the Ministry.

**Figure 4-17 what type of future training programs do you recommend**



This response is in full compliance with questions 13, 14 and 15, that deal with attended trainings are valuable, but not as much as for employees concrete work and that respondents want trainings that directly relate to their work.

*Question 20. If special courses are recommended write the type below?*

In the above question the majority of the respondents have recommended training topics related to their work or an issue related to their department. So, most of them have required a specific training topic related close to their work at the Ministry. But some responses appear to be general training needs, such as training for English Language etc.

*Question 21. In order of importance list below the top 3 specialize courses that you recommend?* In this question the respondents brought a variety of topics, which they consider their priorities for training. Table 4-3 presents their proposals without any hierarchical rank.

**Table 4-3 proposed respondents training topics- First survey with officers**

<b>Training topics</b>
<b>Mining sector</b>
Training in Geo-Risk Sphere
Trainings in Geo-Physics
Earthquake Engineering
Professional Trainings in the Field of Mining Standards
GIS Database Training
Training in Geo-Environment Sphere
Training in Hydro-Geology Sphere
Managing Mining Plans and Projects
Standards in Mining Field
<b>Energy sector</b>
Implementing EU Directives on Energy Efficiency and Renewable Energy Resources
Energy Field Management
Energy Auditing
Standards in Energy Field
Complex Analyzing of Strategic Planning Process of Energy
Exchanging knowledge and working experience of European Regional Institutions about Developing Efficiency Energy Sector and Renewable Energy Resources
Training on drafting the Energy Renewable Resources Plan in Kosovo
Professional Trainings in the field of Energy Standards
Trainings in Energy field
Trainings in new Technology Development in Energy field
Energy Auditing
Energy Efficiency
Managing Advanced Energetically Systems
Learning Developments and Implementing newest Standards in Energy field
Monitoring and Assessment of Energy Efficiency Mass
A complex analyze of Efficiency Energy Systems in Strategic Development of Energy-Economic
Developing implemental objectives of sustainable Energy-Economic in Compliance with models and Integration European Standards
Energy Equipment inspection
Trainings for Equipment pressing boilers and Technical Gases
<b>Management, Administration and EU</b>
Compiling Development Plans
Managing the Project, Cycles of Project, Drafting, Managing and Implementing
Managing the Capital Projects
Project Management Advanced

Drafting a Project, how to gain donations, the way of applying for different projects,
Training on Monitoring the Projects
Drafting and Conducting Official Materials Communication
Organizing the Library Archive Trainings
Economic Analysis for Needs of Strategic Planning, Monitoring and Evaluation
Trainings in Strategy and Planning - advance training,
Exchange of knowledge and practice with countries in the region
Study visits
Trainings in Human Resources Management
Standards, Technical Regulations and Legislation
Massive Communication Art
Media Communication and Managing the Projects
Financial Planning
Advance English Language course
Drafting Legislation Techniques
Gender Equality- it's perspective toward EU Integration process, Woman's Rights in heritage
Kosovo Legislation Against Woman torture
Human Rights trainings
Compiling Reports
Leadership
Quality Management System
Harmonizing Country Legislation with EU
Applying Technical European norms
<b>Computer software trainings</b>
Information Technology Training in Advanced Excel and Accesses
Application of Digital Certification
Software using for forecasts analyzing of Energy demands
Computer Software Training in Geology
Application of Modern Software Systems Analysis (ex. WASP IV)
Cisco Certified Network Associate
Cisco Certified Network Professional,
AutoCAD and Excel
Application Software Training for Evaluation of Energy Efficiency Mass

By reviewing the proposed topics for future trainings, we notice that very few topics are proposed by more than one official. The major change of topics can be understood as the tendency of officials to completely specific training for jobs that they do in the Ministry. Each

job position requires some specific skills, thus gaining those skills requires specific training, with specific topics, that are not similar with other specific topics of other job positions. An illustrative example is the officers' demand for training in the field of software application. A large number of officers have required software training, but each application is different from another, based on the needs of their job position. In Table 4-4 are given these training topics and we can see the differences.

**Table 4-4 Software application trainings in specific field**

Software Training Using for Forecasts Analyzing of Energy
Software Application Training for the Evaluation of Measures for Energy Efficiency
Information Technology Training, Advanced Excel and Accesses
Geology Software Training
AutoCAD and Excel
Application of Modern Software System Analysis (example. WASP IV)

By summarizing the last section of the questionnaire, we can conclude that officials are not sure that the length of training 2-4 days per year is enough for the work they do, so, most of them prefer a more specialized training for the work they do. Therefore, a more specific training for their work and their preferred topics are mainly closely related topics with the work they do in the Ministry.

## **Chapter 5**

### **Interviews conducted with Senior Managers in MED**

#### **5.1. Interpreting of interviews**

The survey results of MED officials have offered empirical data about relationships and officials in MED and, in particular about training. However, due to his/her position, the officer in his professional and hierarchical capacity, cannot have a complete view of the training process. Senior administrative managers have valuable insights, Directors of departments, because they are the ones that promote their departmental objectives, promote their achievements, monitor their implementation, and therefore- notice difficulties in realizing those objectives. At the end of all this creative and observation process of department directors, they note more accurately than any other official, what are the training needs of officials and what kind of training should follow and on what general or specific areas they should be trained.

To understand the view they have on training of their officials, a deep interview was conducted with directors of departments, who fall in the management category of civil service and have the responsibility of managing the specific department in MED. They have shown willingness to answer interview questions and interest to further discuss the issue of training of officials of MED. In general, they feel that training is more than necessary and that training in the past has had some major deficiencies, which have become obstacles to the full success of the training.

#### **5.2. Major feedback from Interviewers**

A major feedback from this interview survey is that of creating a general plan for the training process of the MED. All respondents emphasize that so far training process was not planned and sometimes trainings were held in ad hoc circumstances, depending on KIPA's annual plan or other trainers' interests. So, other than benefits, this process has also created difficulties and dissatisfaction. Often, time was lost in trainings with topics not in compliance with ministry's needs, often was not chosen the right time for training, often are done trainings on general topics, which of course influence officials of MED to increase their knowledge, but not a lot on specific jobs that they do in ministry. Therefore the main recommendation of all respondents is drafting MED plan for trainings in accordance with real needs of employees and in compliance with MED development strategy.

### 5.3. Description of the interview

The interview was composed of eight questions, which were divided into three main groups of topics:

1. Weaknesses of previous trainings [third question of interview]
2. Effect of trainings [first question of interview]
3. Recommendations for future training process [second, fourth, fifth, sixth, seventh and eighth question of interview]

From question themes it is obvious that our main interest is in the third group of the topics. The interview was conducted with directors of Energy, Mining, Legal, Support Services, Post-Telecommunication and the Information Technology Departments and Public Enterprise Policy and Monitoring Unit. Differently from the survey with officials of the Ministry, where the responses were alternative and the officer was obliged to answer one other alternative question, in interviews with directors of departments there had no such restrictions. They have been designed in such way that has created the respondents enough space to express their thoughts precisely to the required topics. For example, the question was asked "What are the weaknesses of current training?" So that the directors may determine the weaknesses of current training, without any prejudice from our side and, also, is not limited to the length of the response. This type of interview allowed respondents to answer and be original.

### 5.4. Weaknesses of previous training

The first topic of the interview is the identification of weaknesses in past training. Directors of the departments had a question as to the weaknesses of previous training. On this question they had the opportunity to explore previous training, to find weaknesses on them, and prepare opinions for the elimination of those weaknesses. On the other hand, since it is only one question linked to the past training, they have been clear that the focus of the interview is the forthcoming process of training and not the previous one.

The third question of the interview was: *"What are the weaknesses of current trainings?"* Table 5-1 gives the answers of senior officials, to see what they think about the weaknesses of current training from their positions. Among several weaknesses that respondents gave is that of the same trainings subject that has been organized.

**Table 5-1 what are the weaknesses of current trainings?**

<i>Inadequate themes</i>
<i>Inappropriate training time and insufficient length of training courses</i>
<i>General training, non-concrete, non-specific</i>
<i>Trainings were conducted mainly based on other organization schedule, such as KIPA schedule</i>
<i>Non-harmonized training held because of the benefit of training companies</i>
<i>Training has been developed without any designed plan according to employees needs</i>
<i>Non-correlation of training with the objectives of the ministry</i>

Table 5-1 presents seven main answers about the weaknesses of current trainings. It should be noted that three of these responses were given by almost everyone interviewed: inadequate themes of training, inadequate training timing and general training not specific one. Therefore, greater attention must be focused on these three issues.

Training in the past has had at times adequate issues, but many times it had inadequate issues in relation to the objectives of the Ministry or in relation to the participants of the training, very often topics of these trainings were too general, interesting to every official [example of *Information Technology, May 2005, KIPA, Managing finance in Public Sector, September 2005, KIPA; Continuous Juridical Education, April 2005, KIPA* etc.]. The importance of specific topics, specific to the training progress will be seen in the last answer of the questionnaire, in which the Directors have made some suggestions for possible topics for training. While the third theme, an appropriate time for training, there is no other role than organizational role: Directors noted that the training time is more settled and adapted to the needs of training companies not for the needs of the Ministry officials. One of the interviewers here links the training site, noting that sometimes the choice of location of training, mainly abroad, is done for other motives and interests than for reasons and interests of the officials of the Ministry.

### **5.5. The effect of previous training**

The second theme of the interview deals with the effect of previous trainings. Directors of departments notice the concrete effects of training, better than anyone else because they are the ones evaluating the performance of officials and the first to notice changes in the work of officers trained.

The first interview question was: "*Are they noticed and in what form are the results noticed in the work of trained officials*"? With this question we wanted to get answers to specific training effect how much change is observed in the work process as a result of training of officers. Respondents have provided the responses presented in Table5-2.

**Table 5-2 Are they noticed and in what form are the results noticed in the work of trained officials**

<i>Trainings which deals with obtaining a concrete professional qualification, such as using a software program, the effects are noticed immediately</i>
<i>Officers with experience and those who know English have benefited more from training, while inexperienced officials have not benefited much</i>
<i>After the training officers are more active</i>
<i>Officers have gained different experiences</i>
<i>There was no successes, no concrete results</i>

From five responses given, only the first two are detailed. It says that the effects of trainings which deal with obtaining a concrete professional qualification, such as using a software program, are noticed immediately. While in the second response officials with experience and who know English benefit more from the trainings than the inexperienced officers who do not know English. Mixing of experience in work with English language knowledge is mentioned because some trainings are in Albanian and several others are in English-English speaking trainers, in this latter case, participants who do not know English fail to follow in detail the training, even though there is an official translation. While the other three answers are very general: two are positive [Participants have benefited from training] and one negative [Participants have not benefited from the training], but given that no concrete result is noted [in the question has been asked to note the form of the result] but only a general result is given, directors of departments do not have a concrete answer. We can assume that they are not satisfied with the specific outcome of training.

## **5.6. Recommendations for future training process**

The third theme of the interview deals with the future training process. This topic has been the focus of the interview. For this reason in this topic six questions are made. Our interest has been directed in understanding of the recommendations of the directors of departments for needs in changes in the training process of their officials.

Question 2: "*Should MED have a role [and what role should MED have] in setting the agenda of training [training topics, time, number of trainees, etc...] for its officials?*"

This question concerns the role of the Ministry in the training process. Not always the ministry had a role in the training process. The answers of respondents are presented in Table 5-3 ranking by the order of their importance:

**Table 5- 3 should MED have a role [and what role should MED have] in setting the agenda of training [training topics, time, number of trainees, etc...] for its officials**

<i>The Ministry should have a strategy for employee capacity building</i>
<i>The Ministry should have the main role in setting the agenda of training</i>
<i>Training topics should have close liaison with the objectives and areas of responsibilities of the Ministry</i>
<i>Training should be specific to certain fields</i>
<i>There must be a more appropriate selection of trained officers</i>
<i>Must have training in smaller groups but on longer terms</i>

In this question there are a lot of meaningful answers. First, the Ministry should have the strategy for employee capacity building, a concrete training plan. With this strategy the Ministry would assign its interest and needs for training. An annual schedule of training would give the ministry a role in the training process. Part of this plan should be the assignment of topics that are closely related to the objectives of the Ministry, the appointment of officials as participants, and topics should be specific, tailored to the needs of officers and not general.

Second, the Ministry should have the main role in the training process. Training is done due to the interest of the Ministry, so that its officers are trained to better achieve the objectives of the ministry. Not always the ministry has seen it this way and had a primary role in the training process. It happens that senior officials assign to the training inadequate officials, because of an interest outside the ministry. It happens that training is organized because a training company has secured a grant for training in a field, no matter whether MED officials need the training. Therefore the Ministry taking the primary role in the process of training is considered a crucial issue.

The last answers address a separate issue: the organization of trainings on specific topics, for the needs of specific sectors, and that these trainings should be organized in smaller

groups of participants and for a longer period. The interviewer has cited an example: budget planning and PIP work requires a more vocational training, for a smaller number of participants and for a longer period.

The fourth question deals with specific issue and respondents gave specific answer, which are presented in Table 5-4.

**Table 5-4 what do you think should change in the way of training your officers?**

<i>Develop an overall training plan for MED and training plan for each officer individually</i>
<i>The approach towards planning and selection of appropriate types of training should be changed completely .So, the planning process to develop on the basis of a quality management system considering the fact that in the process of planning to include not only the best experts of the Ministry but also in this stage to involve specialized service in management field, concretely in staff training issue</i>
<i>Topics must be specific, adapting to qualifications and positions held by trained officers</i>
<i>At the government level to organize specialized training for certain sectors, which attend officials of all units with similar work responsibilities [with similar positions]</i>
<i>Training to be systematic, twice a year, two weeks long</i>

Answers to this question can be grouped into three issues, which we have already addressed: specific topics, to fit with the positions held by officials, organized in a certain time, etc. The third answer brings a new option: organizing the training at government level [for the whole government administration] for officials holding same positions [example train the government officials of every Ministry, who participate in drafting of the budgetary policy]. While the last two answers addressed the issue of planning which is one of the most important activity in program management, as planning is considered as “the keystone of the arch of program management, and government success is often synonymous with planning success<sup>25</sup>. This planning process should be considered as a crucial activity for Ministry’s further development. It should dominate the approach that without permanent trained staff the MED cannot stand up continuous rapid growth requirements, thus employees capacity should increase is continuous.

Question 5: ***"Do you draft [or should you draft] an annual training evaluation report?"*** outlines the past and future training. So far there never was a training evaluation

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<sup>25</sup>Grover Starling, Managing the Public Sector, p. 209

report. However, the answers of the respondents are all positive, except one negative answer. They start up with an importance of an evaluation report for training till to the conclusion that without an assessment report the training is deficient. Some of the respondents' answers are presented In Table 5-5.

**Table 5-5 Do you draft [or should you draft] an annual training evaluation report?**

<i>To make a report after each training and make an annual evaluation report for training</i>
<i>The annual evaluation report for training must be part of performance evaluation done by the managers of the administration</i>
<i>The annual training assessment report should be developed</i>
<i>The annual training assessment report should not be developed</i>

There are three main issues in these responses: training evaluation report after every training course [after each training course attendants must make a personal report for training and its effects on their work] and the director of the department should accept the report; the annual report for annual training assessment, which is done by directors of department and approved by general secretary, and the report of assessment of the effects of training should be part of the performance evaluation report, which is conducted by employees manager.

Question 6: ***"What does the Ministry have to do in order to retain trained workers employed in MED?"*** addresses the problem of moving away of the trained employees. It often happens that an officer, after having attended for several years numerous training, after having trained in doing his work, he finds a job in either another sector in another ministry or in a private company. In the first case the damage is smaller, because its investment in training is not wasted [the ministry loses, but the effect is reached again because the officer continues to work for the government], while in the other case the loss is greater: investing in his training is in vain. It should be noted that this phenomenon of moving away of a trained employee is not very emphatic [in Kosovo, where unemployment is very great it is fought for finding a job and when it's found it's hard to change it], but it happens to the ones, who have benefited greatly from training, because the market demands and has room for increasingly skilled officials. Table 5-6 presents answers to this question, no matter that many of those are not so generous.

**Table 5-6 what does the ministry has to do in order to retain trained workers employed in MED?**

<i>To find favorite ways of maintaining trained officers</i>
<i>Trained officials to be rewarded for the results of the work</i>
<i>MED and trained officers to make arrangements for a specified term of engagement in the Ministry</i>
<i>To be promoted in work</i>
<i>Increase of responsibilities of officials</i>
<i>Material reward [wage increase]</i>
<i>Help of employee building career</i>
<i>Strategic long-term treatment of officials trained</i>

Three first responses, *to find the favorite form of maintaining trained officers, trained officials to be rewarded for the results of the work; Ministry and trained officers to make arrangements for a fixed term of the commitment of officials at the Ministry*, do not bring new facts or new ideas, but these are very important in finding ways to retain trained officials. Even the answer “*promoted in work*” is not very suitable, because the officer is trained to do its work more effectively to the position where he works and, if you promote him/her from that place, his training is wasted and another process of training for his new position must be started. Also, the other four answers are quite interesting: material reward if the official makes his work more efficiently, as a result of training, he should be rewarded for this performance, [because he brings profit to the Ministry]; help of building career and increase responsibilities of officials [Ministry has to help the successfully trained officer in building the career, because in him sees the person who is able to adopt new ways of working perfectly]; strategic long-term treatment of trained officials [the Ministry should follow throughout the whole time the officials training and any report in the evaluation performance his/her ability or inability to be trained successfully].

Question 7: “*What would you recommend to improve the training process and for a better result in the work of trained officials?*” it is designed to receive concrete answers from the directors of departments, for issues that should be subject to immediate changes in the training process of officials. Table 5-7 shows very productive answers.

**Table 5-7 what would you recommend to improve the training process and for a better result in the work of trained officials?**

<i>Conduct needs assessment of each sector in fulfilling the mission and training needs</i>
<i>Conduct training needs assessment for each official in certain sectors</i>
<i>The process of training to relate to adequate training assessments</i>
<i>Taking action for discouraging trained officers who do not show result</i>
<i>Officers who are trained in specific areas to receive a certificate for training, so they in turn train other officials who have the need or those anticipated by the law</i>

Out of the five distinct responses, three deal with what might be called: Design of training strategy, Conduct needs assessment of each sector in fulfilling the mission and training needs, To evaluate training needs of each official in certain sectors, the training process evaluations associated with adequate training [which are the needs of each sector for training, consistent with achieving the goals of the Ministry? What are the needs of each official for training? Is the particular officer prepared for a particular training? If there is training there must be also an evaluation report on the effects of that training, etc...]. One answer has to do with discouraging measures for the trained official without effect, while a response is related to the certification of trained officials [here it comes to long-term systematic training in topics specified], so that officers are trained to train other officials.

The eighth question of the interview was: *"According to you which are the key or essential themes of training that officers must follow in your department, in order to successfully carry out tasks with the highest success? List them in order of importance?"* This question is made for two purposes: first, to understand on what topics different sectors of the Ministry need training for a medium term period, and second to understand what should be training policies in general, in what direction should they be oriented and in what thematic level? The answers of respondents are numerous and are presented in Table 5-8. Analysis of these responses one by one is unnecessary, because it represents the medium-term interest of directors of MED department, and this interest is only to this Ministry and it does not give any theoretical result. However, these responses should be considered in the theoretical plan in two aspects: first, the interest of Ministry's management, more precisely directors of functional departments is exclusively oriented towards specific topics, training at close to the concrete issue, secondly, administration leadership knows better than anyone else the needs for agenda of meetings, namely the Ministry. Of course, for each developer of a training

strategy for the Ministry, these two theoretical starting points should be the basis for drafting of the strategy for training.

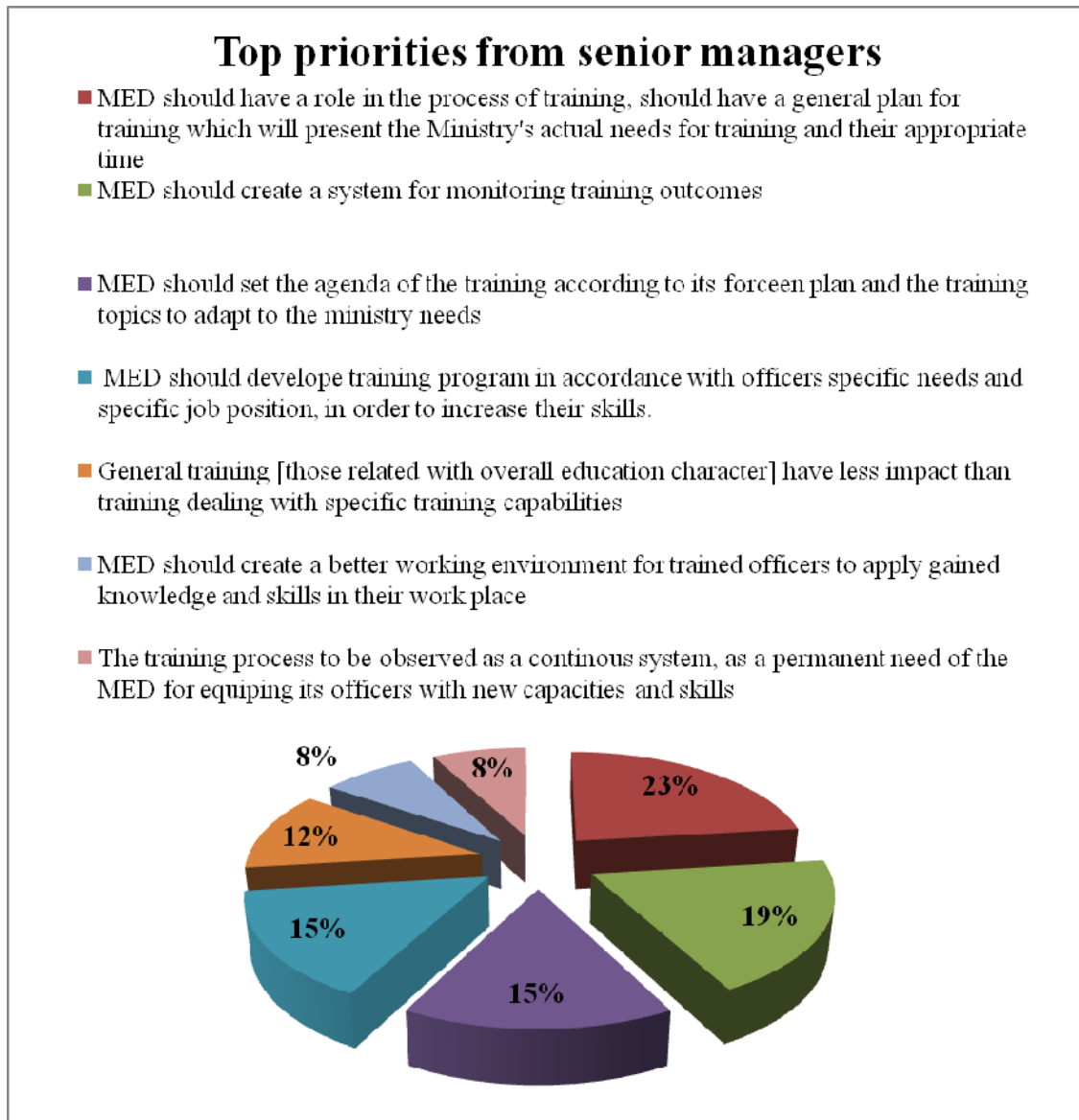
**Table 5-8 the key or essential themes of training that officer must follow in department. List them in order of importance?**

<b>Public Enterprise Policy and Monitoring Unit</b>
Corporate governance, the emphasis on Public Enterprises
Financial reporting and reading of financial statements
Performance audit and managerial auditing
<b>Post-Telecommunication and Information Technology Departments</b>
Specific training for the network economy and industry development policies and strategies in the field of ICT
Training for competition and market in the ICT
Training for services and trends in ICT
Specific training on EU legislation in the field of ICT
Training for the ICT market regulation
Training for specific resources such as frequency and enumeration
Training for ICT security services
<b>Energy Department</b>
Incentive economical policy analysis of developing sectors under ministry's responsibilities
Using software computer programs for long-term analysis
Implementing EU directives
Developing implementing and monitoring system
<b>Mining Department</b>
Software application for data entry
Preparation and monitoring of project implementation
<b>Legal Department</b>
Approximation and harmonization of national legislation with EU legislation
Organization of discussions, debates, roundtables for the preparation of important concept papers
Delegation of powers
<b>Department of Support Services</b>
Implementation of Law on Finance
Implementation of e-property, e-archive
Implementation of Civil Service Law and regulations on civil service

### 5.7. The main priorities according to senior administrative managers of MED

By summarizing the responses of the directors of departments, we can list their priorities for the training process, by listing them in a hierarchical order starting from the most important:

**Figure 5-1 all top priorities from senior managers' survey**



Based on these priorities, it seems clear that directors of departments are not satisfied with the current training process and that they want to develop a more suitable and sustainable process, by developing a sustainable training program.

## Chapter 6

### Conclusions and Recommendations

#### 6.1. Conclusions

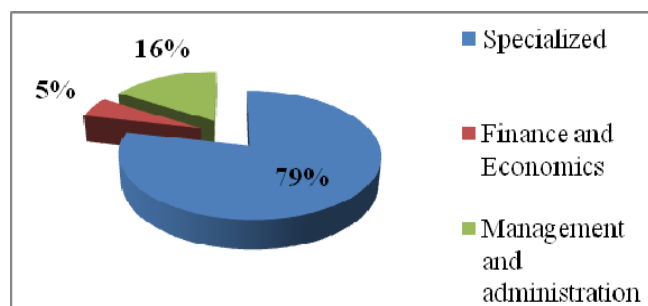
To summarize the research, based on the analysis in this project of the MED past training programs and policies, of detail trainings courses for the period 2005-2011, surveys done with civil servant employees in MED, and directors of all departments of the ministry, detailed findings and conclusions are presented.

#### 6.2. A need for more Specific Training

MED has developed a number of training programs for period, 2005-2011. A large number of officials of the Ministry have participated in these trainings. From this aspect, it could be said that the Ministry has shown an interest in the process of training of its officers. This is an argument that the Ministry understands the need and necessity of training of its officers and the need to equip them with necessary skills needed for performing their duties and responsibilities. In the contemporary world, especially in terms of technological and electronic revolution, the need for training of officials in each entity is necessary and highly demanded. MED officials have a permanent need to go through the training process at least for two reasons: first, to gain skills for using new technology and second to acquire new practices as a result of change of a relevant law in the Ministry. For example in the first case, training for *Software Application for data entry* would allow officials a more advanced process, faster data archiving and managing, while in the second case, training for *Approximation and Harmonization with the National Legislation of EU Legislation*, would enable officials with new practices in harmonization of national laws with EU Legislation. Based on the findings of this project Figure 6-1 shows that about seventy nine (79 %) percent of MED employees would prefer a specialized or specific training programs.

**Figure 6-1 what type of future training programs do you recommend**

[Figure 4-17, Chapter 4 of this Project]



### 6.3. A need for Training Policy

Despite of the fact that the Ministry understands the need for training, up to now it did not yet consider the training process as a part of its development strategy. As a consequence, it has never had a plan for training or any training program in which it would have presented its employees training needs. This gap resulted with a lack of a training policy and a strategic development plan in MED. MED has not designed a training program for its employees; neither took a part in designing it. Therefore, the training process was developed by ad hoc policies, day to day policies, short-term needs of the ministry, or annual training plans of KIPA or different training companies. KIPA has an annual training plan, which is drafted in compliance with the Law on Kosovo Civil Service (KCS), the requirements of the Strategy of Public Administration Reform (2010-2013), and with training strategy for civil servants in Kosovo, 2011-2013. The KIPA's plan partially meets the needs of MED, because the Ministry apart from its general needs has its specific needs, for which there is interest to train officers. Based on the findings of this report the MED should have the strategy for employee capacity building, a concrete training plan. Table 6-1 presents the findings from survey conducted with directors of departments.

**Table 6-1 should MED have a role [and what role should MED have] in setting the agenda of training [training topics, time, number of trainees, etc...] for its officials** [Table 5-3, Chapter 5 of this Project]

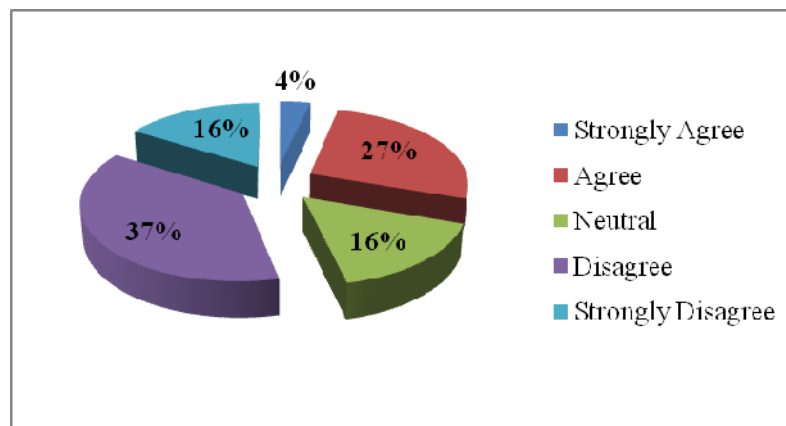
<i>The Ministry should have a strategy for employee capacity building</i>
<i>The Ministry should have the main role in setting the agenda of training</i>
<i>Training topics should have close liaison with the objectives and areas of responsibilities of the Ministry</i>
<i>Training should be specific to certain fields</i>
<i>There must be a more appropriate selection of trained officers</i>
<i>Must have training in smaller groups but on longer terms</i>

### 6.4. Careful Selection of Training Options

One of the biggest problems in the training process is training topics. While reviewing the training topics in MED, for past six years, we see that sometimes they are interesting topics and fulfill training needs. But often, the training topics are very general, such as *Managing and organizing the work, Managing stress and Human Rights*, and so on. Some topics are educational, as like: *Continuing Juridical Education, Law Drafting* or *English Language courses*. In most of cases training topics are not specific and are not in compliance

with employees practical needs at work. They fall in the general category of employees training needs, but based on the findings of this project the MED officials need to benefit specific skills for their work place. Figure 6-2 presents employees answer where 27% of them declared that trainings have been useful, but not very relevant to important aspects of their work at the Ministry, they were of general importance. Sixteen (16%) percent of them declared neutral, which means they do not know whether they had any concrete benefits from training.

**Figure 6-2 the training courses have been very useful, but they were not very relevant to important aspects of my work** [Figure 4-13, Chapter 4 of this Project]



## 6.5. Assessment of Training Programs

Another issue that is identified during the survey with MED officials is the lack of a process for training assessment of trained officers. Although there is a good environment for trainees to have an opportunity to transfer training into their working place, the fact that there is not issued any report on training assessment process, vanish the good will of trained officers to apply gained skills in their work place and for their further training advancement. However, the ministry does not pay a particular attention to those officials who have demonstrated success in applying the new skills gained through trainings.

## 6.6. Training Budgets

Budget allocation for training presents a separate problem. MED annually allocates its budget, so there is a separate budget sub-code for training services, but the allocation of the budget for training services has not changed substantially during the six years of reviewed period, with the exception of 2011, when a different budget was allocated as a result of the restructuring of the Ministry. The fact that for the past six years the same budget was allocated

each year for training services indicates that ministry has not allocated its budget according to any prior plan. From the assessment the Ministry generates general understandings for training needs however it still doesn't allocate its budget according with its needs.

### **6.7. Training comparisons of priorities between first and second survey**

By comparisons of the priorities between first and second survey it can be summarized that both of respondents have recommended specific training topics related to their work or an issue related to their department. But the priorities of the respondents from the first survey are related closely to their work, for a certain job position of the jobholder, while the priorities of the directors of departments from the second survey are exclusively oriented towards specific topics and close to the concrete issue of their department. In conclusion to this it could be said that senior managers of the ministry knows better than anyone else the needs for training programs, training topics and agenda. The training programs are needed to be developed, those getting closer to the departmental objective for preparing specific trainings in compliance with MED's strategic objectives for period 2011-2014.

### **6.8. Major Recommendations**

#### **A. Recognition of the Specific MED Training Needs [Establishing a Training Policy]**

Within the Strategic Development Plan of MED, a special attention should be given to the employee training process. This would create a policy base for future approaches for trainings and would eliminate the current ad hoc practices. In this direction a significant progress has been made by drafting the Strategic Development Plan of MED for period 2011-20014, in which training is considered but no special measures have been indicated. The ministry should clearly define its employees training needs and must see the training issue as a continuous process.

#### **B. MED detailed Training Plan**

The Ministry must draft an operational plan or a detailed plan for trainings in compliance with MED Strategic Development Plan. The plan should be draft annual to foresee training topics in detail, estimate the training budget, its participants, time and place of training.

### C. Evaluation and Monitoring of Training Effectiveness

MED should set a mechanism for assessing the effectiveness of the training programs. First, at the end of the each training, the employee should compile a brief report about followed trainings in which he/she will emphasize what performance improvement will be generated and what knowledge and skills will be gained. Second, MED should also draft an annual report on evaluation of training programs which should be compiled by directors of departments and the general secretary of the ministry. The report should emphasize training policies and their concrete effects which derive from direct results of trained officials.

## **6.9. Further Recommendations**

### D. MED three Training Categories

For the purpose of exact determination of training topics and actual employee training needs MED must classify types of trainings into three groups: (1) General trainings which should be organized as a result of changes in laws that impact Ministry area of responsibility, (2). Systematic trainings or vocational trainings, dealing with a limited number of sectors, example European law that coincides with the MED area of responsibility] and (3) Specific trainings for a specific sector that requires specific expertise, such as trainings for the field of ICT, energy and mining. In its annual operational plan MED should include all trainings for each training category but a particular attention must be given to specific trainings because the employees' needs are specific for their work.

### E. MED's role in setting training agendas

MED should have the main role in setting each training agenda. This means that before any specific training, directors of departments should have the main role for preparations of trainings in compliance with annual training plan, including the appointment of adequate officer, time, and duration of training period.

### F. MED's responsibility for creating favorable working environment

MED should create more favorable working environment for its trained employees in order to apply their gained knowledge and skills through trainings in their workplace. Also, the ministry should find methods and ways to motivate those officers which as a result of the followed training would achieve better job performance. Motivation could include finance

rewards, appreciation certificates, or create more suitable condition for career advancement. This will drive MED towards a creation of a sustainable continuous learning environment.

G. Establishing a database for employee trainings

MED should create a database for employee trainings as a separate database for all held training and future trainings. Creation of this database enables that policy makers of the annual operational plan see and review past held trainings and the need for future trainings.

H. Increasing the length of training courses

MED should take into consideration to increase the length of training courses per year i.e. from 2-4 days to 4-6 days, in order to achieve full effect from the trainings.

I. Allocated budget for educational and training services to increase up to 4% of overall ministry's budget.

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## **APPENDIX 1**

### **EMPLOYEE QUESTIONNAIRE SURVEY**

Note: please notice that your answers will be confidential and no one will know your answers

#### **SECTION A Background**

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Department: \_\_\_\_\_

#### **SECTION B Job satisfaction**

Q1. How would you define your work, give your opinion about overall job satisfaction in MED?

a) Satisfied      b) Average satisfied      c) Unsatisfied

Q2. Which aspects of your job is the most challenging part?

a) Management,      b) Professional,      c) Finance, d) Administrative / Technical,

Q3. Which aspect of your job is the most enjoyable part?

a) Management,      b) Professional,      c) Finance, d) Administrative / Technical

#### **SECTION C MED Management**

Q4. I am treated fairly at the ministry.

a) Strongly Agree,      b) Agree,      c) Neutral, d) Disagree;      e) Strongly Disagree,

Q5. My manager encourages my effort to use what I learned in the training courses.

a) Strongly Agree,      b) Agree,      c) Neutral, d) Disagree      e) Strongly Disagree,

Q6. The employee motivation in MED is very high.

a) Strongly Agree,      b) Agree,      c) Neutral, d) Disagree      e) Strongly Disagree,

Q7. What would you like the MED management to improve regarding employee motivation?

\_\_\_\_\_

## **SECTION D Communication and Teamwork**

Q8. There is a good communication here at ministry.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

Q9. Teamwork is valued at the ministry.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

Q10. My colleagues provide me with the support I need to apply what I learned in the training course.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

## **SECTION E Past trainings**

Q11. The training I have received from the ministry has enabled me to do my job well.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

Q12. My working conditions enable me to apply what I learned.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

Q13. I have difficulties in applying new knowledge and skills learned in training course at my work.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

Q14. I didn't gain new knowledge or skills in the attended training courses.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

Q15. The training courses have been very useful, but they were not very relevant to important aspects of my work

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

Q16. The course content was relevant to my work, but I did not know how to apply what I had learned to my actual job.

a) Strongly Agree, b) Agree, c) Neutral, d) Disagree e) Strongly Disagree,

## **SECTION F Recommendations for future trainings**

Q17. Do you receive enough training days?

- a) Yes ,    b) No

Q18. How many totals training days per year did you receive?

- a) 2 – 4 days,    b) 5 – 8 days,    c) 9 + days

Q19. What type of future training programs do you recommend?

- a) Specialized,    b) Finance and Economics,    c) Management and administration

Q20. If special courses are recommended write the type below:

- a) \_\_\_\_\_, b) \_\_\_\_\_, c) \_\_\_\_\_, d) \_\_\_\_\_,

Q21. In order of importance list below the top 3 specialized courses that you recommend?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

a) Is the most important of all

Thank you for your valuable contribution.

Sincerely,

## **APPENDIX 2**

### **Interview questionnaire with heads of departments/unit in MED**

1. Are they noticed and in what form are the results noticed in the work of trained officials?
2. Should MED have a role [and what role should MED have] in setting the agenda of training [training topics, time, number of trainees, etc...] for its officials?
3. What are the weaknesses of current training?
4. What do you think should change in the way of training your officers?
5. Do you draft [or should you draft] an annual training evaluation report?
6. What does the ministry have to do in order to retain trained workers employed in MED?
7. What would you recommend to improve the training process and for a better result in the work of trained officials?
8. According to you which are the key or essential themes of training that officers must follow in your department, in order to successfully carry out tasks with the highest success? List them in order of importance.

Thank you for your valuable contribution!

Sincerely,