







# “Assessing communication competencies of public servants in Kazakhstan: Current status and approaches for enhancement”

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# ASSESSING COMMUNICATION COMPETENCIES OF PUBLIC SERVANTS IN KAZAKHSTAN: CURRENT STATUS AND APPROACHES FOR ENHANCEMENT

## Abstract

Political crises, socio-economic issues, and industrial shocks in Kazakhstan highlight the need for prompt and proficient government responses to mitigate their consequences. Public managers must possess the capability to assume responsibility and communicate effectively. This study aims to analyze the level of communication competencies among civil servants in Kazakhstan to assess their status and propose approaches for enhancement. The study utilized a mixed-method approach, combining quantitative survey and qualitative interviews. The quantitative phase involved the distribution of structured questionnaires to civil servants across diverse departments (n = 4,790), aiming to evaluate existing communication competencies, identify strengths and weaknesses, and comprehend prevailing communication issues. The qualitative component included in-depth interviews with selected participants to better understand their experiences and views on communication in the public service sector (n = 27 experts). Research findings define the existing problems and barriers that hinder the development of the communicative competencies of civil servants. Most respondents (25%) believe that problems stem from a lack of understanding of information and citizens' reluctance or inability to interact with government agencies, while 16% attribute issues to civil servants' behavioral barriers. Smaller percentages point to language barriers (11%), emotional barriers (9%), cultural barriers (6%), and gender barriers (3%) as contributing factors. Additionally, the study revealed a lack of systematic training and support for developing effective communication skills among government employees. The study suggests several approaches to improve communication competencies, such as targeted training programs, cross-departmental collaboration, and organizational culture promotion.

## Keywords

communication, skills, public service, training,  
Kazakhstan, society, civil servants

## JEL Classification

H11, H79, H83

## INTRODUCTION

Political crises, socio-economic problems, and industrial shocks occurring in Kazakhstan have put on the agenda issues of immediate response and professional and high-quality elimination of consequences through the efforts of government agencies in Kazakhstan (Bokayev et al., 2024). As Saner (2002) notes, today's leaders must make decisions quickly in the face of increasing uncertainty. During a crisis, managers need to be able to take responsibility and effectively communicate with the population (Coombs, 2015). Each department, based on the tasks assigned to it and the level of their feasibility, must determine what competencies its employees should have as human capital as a factor of competitive advantage.

Strategic plans and set goals determine the direction of the public sector, while at the same time, a system based on the effective manage-

ment of the competencies of task performers will allow the achievement of set goals. Defining competencies as the main indicator of human resource management allows developing a unified approach applicable to all civil servants of a government body; the activities of all civil servants will be directed in a single vector, “to direct all the efforts of people to achieve results; it helps predict people’s future behavior based on their past behavior; and this allows comparison of job profiles and people’s competency profiles (Gil, 2007).

The research dedicated to identifying the significance of communicative competencies within the broader competency framework of civil servants, along with concurrent assessment of the level of communicative competence among civil servants in Kazakhstan’s state institutions, has not been previously undertaken. Therefore, there is a need for research to ascertain the prerequisite tools for enhancing the communicative competencies of civil servants.

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## 1. LITERATURE REVIEW

One of the primary issues concerning the ongoing research is the definition of the concept of competence. The generally accepted meaning of competence includes knowledge, abilities, skills and experience gained (Bonder, 2011; Loshytskyi et al., 2019). Another interpretation of competence treats it as a set of knowledge, skills, values and basic attitudes for achieving effective work (Sudirman et al., 2019). Motivation for the application of knowledge and skills, as well as their actual application, is considered one of the components of competence (Mainardes et al., 2024). In this context, competence is a set of specific knowledge about procedures and attitudes, individual abilities, inclinations and capabilities, a set of beliefs and values, as well as abilities and possibilities for implementation (Wong, 2020). Professional competence, in turn, is defined as the habitual and intelligent utilization of communication and technical skills, knowledge, abilities, emotions, reflections, and values for the betterment of society (Epstein & Hundert, 2002).

It has been determined that the competencies of effective professionals affect the effectiveness of the organization (S. Kaur & G. Kaur, 2021). Competence plays a pivotal role in human resource management practices. Well-designed programs aimed at enhancing employee performance through the augmentation of their competence can ensure the attainment of organizational goals (Otto & Mishra, 2018; Potnuru & Sahoo, 2016). Competencies can be defined as competitive advantage through people, and employee communication competence is defined as one such competitive advantage, concluding that these compe-

tencies have a mediating influence on human resource management practices and organizational performance. The competencies it presents can make employees more committed to their jobs, motivating them to adhere to the values and goals of the organization (Otto, 2019).

Among the organizational assets that are the basis for the success of any organization, employee competencies are highlighted in the literature (Kruyen et al., 2020; Bokayev et al., 2023). This set also includes the ability to adapt, the willingness to learn and develop, as well as such concepts as self-discipline, open-mindedness, self-esteem, self-determination and individuality. In turn, Salman et al. (2020) understand the construct of teamwork competence as the positive positioning and demonstration of the expected behavior of an individual within a team to achieve personal and organizational results.

One of the first competency models developed in the United States during the administrative reform identified communication skills as the main level of competence, defining its manifestation in the form of oral and written communication, interpersonal skills, and determination, along with such competencies as leadership, self-management and problem-solving (Menon, 2003). Oates (2019) identifies communication and partnership building as the top competencies that lead to the implementation of strategic planning and public service management tools. Andeweg (2000) lists communication management among nine vital management skills, alongside integration, content, time, cost, quality, human resource, risk, and supply chain management.

Morreale et al. (2013) identify three main components of communicative competence: knowledge, which includes knowledge of the subject and methods of its transmission; communication skills, which include procedural knowledge and the ability to apply it in practice; attitude and motivation, i.e. desire and readiness to act.

The experts identify different components associated with communicative competence. Thus, Jurczuk and Florea (2022) highlight the importance of using information and communication technologies in the communication process.

In a study on communication competence and leadership styles, Mikkelsen et al. (2015) determined that effective and appropriate communication was positively associated with satisfaction, motivation, and organizational commitment. Moreover, task-oriented leadership styles and relationship-oriented leadership styles were also positively associated with all employee performance outcomes. Their analysis found that effective communication and relationship-oriented leadership were the best predictors of satisfaction, motivation and organizational commitment. However, based on Madlock's (2008) indication that communication competence was positively associated with job satisfaction, it was suggested that such factors would include gender, seniority, position, or industry.

Communication competence is a contextual and dynamic interpersonal connection based on the functioning of communication, its adequacy, sufficiency and judgment, as well as skills in related areas (Salman et al., 2020). Qing et al. (2020) proved that the communicative skills of civil servants affect their organizational commitment and this impact is positive in relation to the commitment of the organization in which they work. Yakin and Erdil (2012) examine the existence of a relationship between communication and organizational commitment, either directly through interpersonal communication or indirectly through leadership approaches, as well as through intra-organizational communication.

The professional competence of civil servants is crucial for effective public administration (Aliushyna et al., 2022). Among these competen-

cies, highlight leadership competencies as one of the most important. Moreover, senior employee leadership positively influences subordinates' ability to provide proactive services to the masses (Zhang et al., 2024). Currently, civil service reforms in many post-Soviet republics, including Kazakhstan, align with Sustainable Development Goal 16. This Goal aims to establish peaceful, just, and inclusive societies with equal access to justice, strong governance, and transparent, accountable institutions (Baimenov & Liverakos, 2022). Along with these, Kazakhstani civil service still faces problems in strategic human resource management, civil servants' motivation, and efficiency of civil service (Baimenov et al., 2022).

One of the tools for measuring communication competence is the respondent rating method, which is critical for determining readiness for communication. High self-esteem or assessment of other communication competencies can be important for professional performance and success (Marcyński, 2020). Knowing how a particular respondent perceives their communication competencies is important because many important decisions are based on self-perceptions of their competencies rather than actual competencies (Allen, 2017). Based on Williams et al. (1990), it was hypothesized that if communication style, a component of communication skills, is influenced by selected factors, these factors should also influence overall self-perceptions of one's communication skills. Griffin (2003) argues that survey research is sufficient to obtain valid data on knowledge, motivation and self-perception of communication competencies.

Considering the review results and the increasing need for close communication between the population and the government, this study aims to analyze the communication competencies of civil servants in Kazakhstan, assess their status, and propose approaches for improvement.

## 2. METHODOLOGY

This study was conducted using an electronic questionnaire (Appendix A) sent to respondents, and the survey was the simplest method that takes into account the restrictions associated with the

protection of the personal data of respondents and allows them to avoid potential risks of exposure to the respondent. The survey was conducted using the Google Forms application. The questionnaire was distributed to central and local executive bodies across all 20 administrative-territorial units of Kazakhstan, including 17 regions and 3 cities of republican significance. The questionnaire was compiled in both Kazakh and Russian because, alongside Kazakh, Russian is also used in state organizations and local government bodies, as stipulated by Article 7 of the Constitution of the Republic of Kazakhstan (KZ Const. art. 7).

The survey period is from November 8 to December 6, 2022. Table 1 shows the basic quantitative characteristics of the respondents.

**Table 1.** Descriptive statistics

Age	n	Gender	n
18-25	298	Female	2,497
26-30	865	Male	2,293
31-35	988		
36-40	718		
41-45	617	<b>Marital status</b>	<b>n</b>
46-50	433	Married	3,411
51-55	427	Not married	869
56-60	383	Widower/widow	119
61-65	61	Divorced	391
66-70	0		
71-75	0	<b>Children</b>	<b>n</b>
		Yes	3,769
		No	1,027

Note: n = 4,790.

The questionnaire's content aimed to determine civil servants' communicative competencies and identify problems and barriers to their development.

In addition, for qualitative analysis, in-depth interviews were conducted with government officials, representatives of non-governmental organizations, the business community, and the media.

For interviews, groups of respondents consisting of current civil servants and those having at least five years of experience in the civil service were selected to identify the level of communication competencies of civil servants and identify problems and barriers from the viewpoint of civil servants themselves.

To ensure a third-party approach, the second group of respondents consisted of representatives of the business environment, non-governmental organizations, and media. Participants were required to have experience in government communications. The following requirements were established for them: age at least 25 years; at least 3 years of experience in communication with government agencies; presence of higher education. A standardized interview protocol was also used prior to the actual interview. The sample of interviewees ranged in age from 35 to 72 years, experience in the field of communications was from 7 to 32 years, 5 participants had experience in the public service.

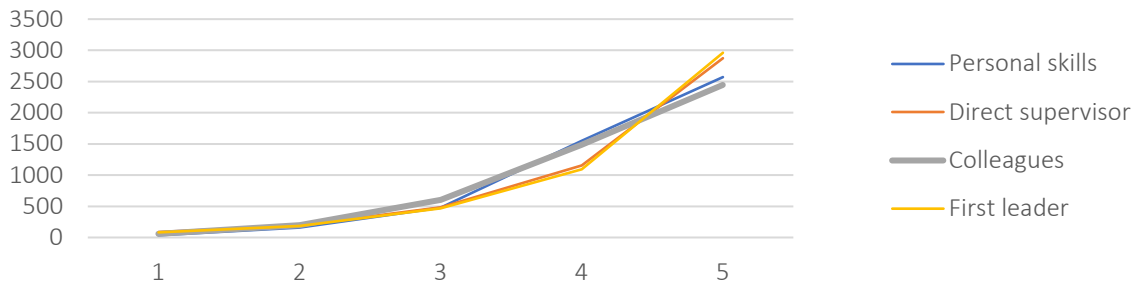
### 3. RESULTS AND DISCUSSION

A comparison of civil servants' assessment of professional communication competencies in themselves, colleagues, and managers shows almost identical results (Figure 1).

In all groups, a high score prevails over a low one (on a scale from 1 to 5). Thus, it can be said that there is general agreement between self-assessments, colleagues and managers regarding communication skills, which may indicate a strong corporate culture and uniform standards of assessment. Such estimates, close to identical values, may indicate the absence of serious problems in the communication sphere. It is possible that the organization successfully resolves conflicts and ensures transparency in communications. It is important to note that civil servants value the skills of direct and first management higher than their own and those of their colleagues. This may be due to the fact that a government body is usually represented in a public format by senior officials.

The fact that the lines do not intersect may indicate that different groups rate the skills consistently and similarly across all levels. This analysis can be the basis for planning training, developing approaches for the personal growth of civil servants, or improving communication skills in a government agency.

The following results were obtained regarding barriers to communication between government agencies and the population (Figure 2).

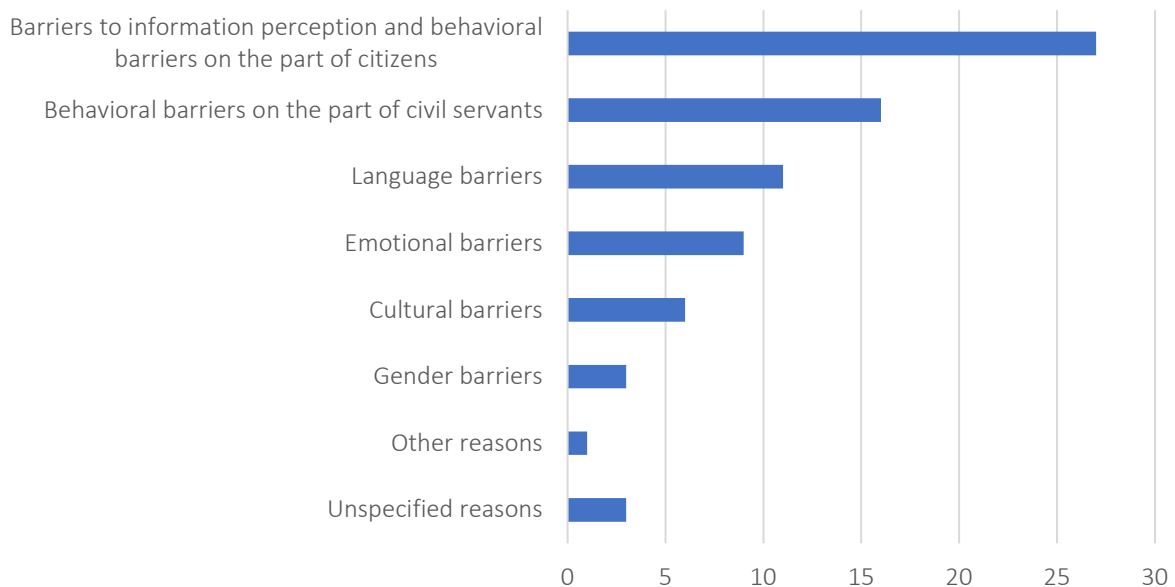


**Figure 1.** Assessment of professional communication skills

The respondents indicated the following types of barriers:

- barriers to the perception of information and behavioral barriers on the part of citizens account for 27% of respondents each (this indicates that approximately a quarter of respondents believe that problems arise due to a lack of understanding of information and citizens' reluctance or lack of understanding of how to interact with government agencies);
- behavioral barriers on the part of civil servants account for 16% (this may reflect the view that government officials do not always respond adequately to citizen requests or lack the necessary communication skills);
- language barriers and emotional barriers account for 11% and 9%, respectively;
- cultural barriers account for 6% (this low percentage may indicate that cultural differences between civil servants and citizens are not considered a significant problem in the context of this survey);
- gender barriers account for 3% (this may reflect the view that gender differences do not play a significant role in communication between government agencies and the public);
- other reasons and unspecified reasons (missing) account for 1% and 3%, respectively, indicating that other potential barriers are not significant or were not identified in this survey.

The perception of communication issues between the government and society through the eyes of civil servants highlights the importance of the behavioral aspect in the Republic of Kazakhstan.



Note: In this question, each respondent could give up to 3 answers.

**Figure 2.** Barriers to communication between government agencies and the public

Behavioral characteristics have a psychological basis, and from an open government perspective, psychological barriers can arise at any stage of civic engagement. Their elimination, however, is quite a difficult task (De Blasio et al., 2020). Behavioral barriers that cause communication difficulties may stem from behaviors such as bias, generalizations, and stereotypes (Rani, 2016).

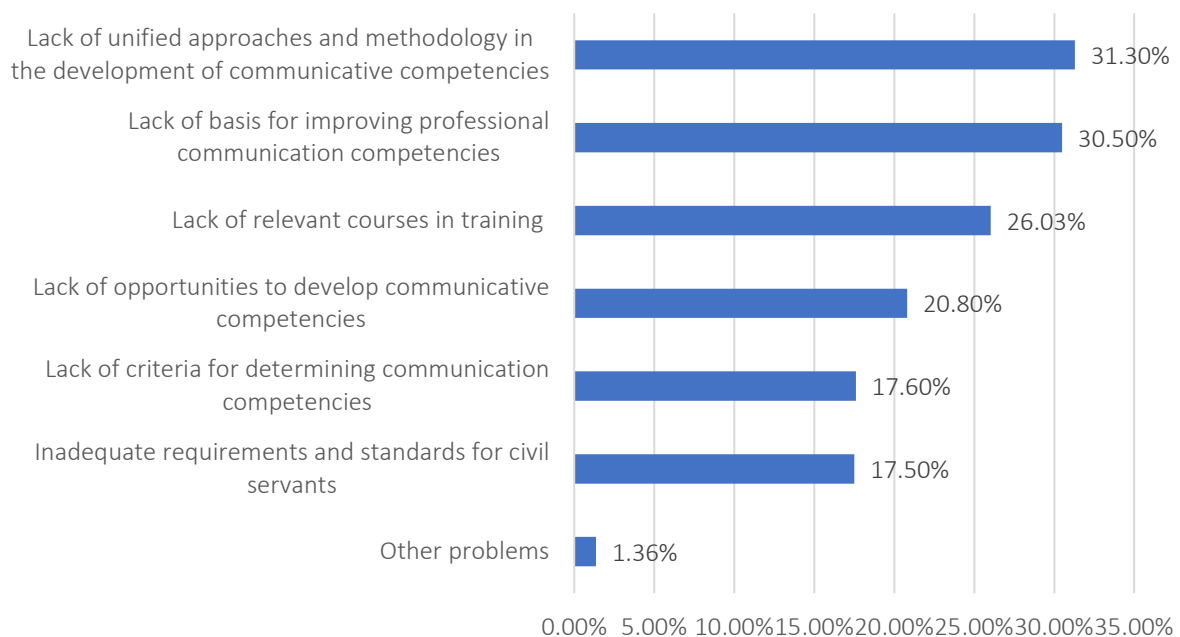
Communication is not only the transfer of information, but also the ability to listen, understand, and interact with different audiences. This is especially important for civil servants, as their work directly involves serving the population and addressing various problems. Therefore, building high-quality communication is one of the promising approaches to eliminating behavioral communication barriers. This underscores the importance of developing effective communication strategies that consider both citizens' ability to understand information and the public relations skills of government officials.

Language barriers also accounted for a significant 11% of respondents' responses. In Kazakhstan, the state language is Kazakh, but Russian is also used in government bodies. Additionally, Russian traditionally acts as a language of interethnic communication, a lingua franca. However, the strengthening of the Kazakh language's role as the official language and as the main language of interethnic

communication has led to the emergence of a language barrier between government employees and society. Similarly, Južnič and Pokorn (2021) argue that despite the strong presence of English in Slovenia, its use does not guarantee access to quality public services. Moreover, language barriers can be caused by stylistic differences in language, such as the use of professional vocabulary by civil servants or difficulties in understanding the state or official language. Using simple legal language is one way to establish communication with citizens by conveying information that is understandable to non-specialists. However, as Miežanskiene and Tartilaite (2014) noted, the use of simple language must be carefully interpreted to avoid unclear norms.

Information about the difficulties in developing civil servants' professional communication skills is presented based on respondents' choice of several answer options (Figure 3).

31.30% of respondents pointed to the problem of the lack of uniform approaches and methodology in the development of communicative competencies. 26.03% of respondents highlighted the problem of the lack of relevant disciplines in advanced training courses. 30.50% of respondents pointed to the problem of the lack of a basis for improving professional communication competencies. 17.50% of respondents highlighted the problem



**Figure 3.** Difficulties in developing professional communication skills of civil servants

of imperfect requirements and standards for civil servants. 17.60% of respondents pointed to the problem of the lack of criteria for determining communicative competencies. 20.80% of respondents highlighted the problem of lack of opportunities to develop communicative competencies. Approximately 1.36% of respondents indicated other problems.

The process of developing professional communication competencies of civil servants faces various problems, such as the lack of uniform approaches, unbalanced training, lack of base and resources, as well as unclear evaluation criteria. Previously, in a study of the training needs of government employees in Kazakhstan, Suleimenova and Karamalayeva (2018) concluded that the ability to communicate effectively is a critical gap in the skills of government employees. In Kazakhstan, communication skills have generally not been prioritized in either the selection of candidates for civil service or in the process of retraining and advanced training of government employees. In this context, the responses of participants in this study reflect existing gaps in the provision of quality communication skills training and confirm previous research on the need for appropriate training.

Analysis of the results of a survey on the implementation of requirements and indicators for determining professional communicative competencies of civil servants revealed that the majority of respondents 36.71% (of which 40% are representatives of local executive bodies and 22% are representatives of central government bodies) consider the introduction of requirements and indicators for determining professional communicative competencies civil servants are very important. However, also a significant proportion of 28.87% of them, 29.5% of local executive bodies and 26% of the Central Public Administration, consider this not very important. Other answers and their percentages are relatively small. This corresponds to the conclusions of Sofia and Pilipchuk (2023) who noted that in the context of transforming public administration within the framework of the service state concept, communication skills are becoming increasingly in demand, alongside other traditional forms of competence. In considering the establishment of specific requirements for the level of communication competencies for

civil servants, it is necessary to adopt a differentiated approach. As Mkhonza and Letsoalo (2017) highlight, the demand for skills differs across occupations and organization sizes, with certain skill gaps prevalent across multiple departments and others specific to individual departments based on their distinct mandates and objectives.

From the data provided on the results of improving the professional communicative competencies of civil servants, it follows that improving the communicative competencies of civil servants is associated with an increase in the status of the civil service (29.18%), a decrease in conflicts (10.73%), and an increase in the level of public trust (11.94%). A significant portion of respondents also found it difficult to answer (13.92%) or indicated other results that require more detailed study (11.88%).

The analysis of data on activities to improve the communicative competencies of civil servants, most respondents believe that advanced training (43.99%) and preparation of teaching aids (17.98%) are the most effective measures for improving the communicative competencies of civil servants. A smaller proportion of respondents single out internships (14.70%), holding forums and conferences (10.70%), and creating a unified database (12.53%) as effective measures. A very small number of participants (0.29%) indicated otherwise. These findings correspond to the findings of Bhat and Rainayee (2019) that there is a significant relationship between training and performance of public servants working in the state administration in different capacities.

The interview participants, civil servants, identified mistrust from society, dependence of civil servants on management when making decisions, criticism, sometimes excessive, from society, lack of direct communication channels, lack of direct communication channels, low level of selection and evaluation system personnel, lack of high-quality professional development system as barriers that impede communication.

The experts outside government identified various communication barriers, including civil servants' incompetence, organizational attitudes from senior management, disciplinary criteria ambiguity, senior officials' inaccessibility, government-citi-



zen disconnect, sector-specific communication standards absence, bureaucratic language distortion, civil servants' cultural and emotional intelligence, double standards, formal rules hindering direct citizen contact, and informal fears among civil servants.

The responses from civil servant respondents indicate important aspects that make effective communication between civil servants and the public difficult. The main problems identified by interview participants can be grouped into several key categories:

- mistrust on the part of society (this indicates a systemic distrust in government institutions, which may be due to past experiences, the current political climate, or a perceived lack of transparency and openness on the part of government agencies);
- dependence on management (indicates the possible centralization of decision making, which may limit the ability of civil servants to independently solve problems and communicate effectively with the public);
- criticism from society (reflects that civil servants may experience “overwhelming” criticism, which in turn may make them defensive or reluctant to engage in open communication);
- lack of direct communication channels. (this may indicate bureaucratic barriers and ineffective feedback channels that prevent direct dialogue between government officials and citizens);
- low level of personnel selection and assessment system (talks about potentially outdated selection and assessment methods that do not help attract or develop talent with the necessary communication skills);
- lack of a high-quality professional development system (this highlights gaps in training and development of professional skills, including communication abilities, which directly impacts the effectiveness of public engagement);

- inability to work live and fear of the media (reflects that government officials may have difficulty speaking live and interacting with the media, which limits their ability to manage public opinion and information flows);
- the influence of social networks (the modern trend of being filmed and disseminating information through social networks creates additional pressure on government officials and may influence their communication behavior).

As a solution to eliminating barriers in communication of civil servants, civil servant respondents proposed ensuring openness, full digitalization, giving civil servants independence in decision-making, accessibility, reducing administrative barriers, establishing reasonable terms for consideration of applications, conducting information clarifications, etc.

At the same time, the experts propose several measures to overcome these barriers, including incorporating communication skills into civil service qualifications, providing training in public speaking, psychology, and negotiation techniques, adopting personalized citizen interactions, utilizing social media actively, establishing direct communication channels with agency heads, enforcing accountability for neglecting citizen appeals, removing media censorship and barriers, legislating communication standards, combating corruption, and fostering organizational cultural change.

The study findings indicate that communication competencies are essential components of the civil servant competency model and should be assessed as a qualification criterion upon entry into the civil service. Analyzing these answers, one can conclude that training and development of communication skills is perceived as an important aspect of solving the problem. Reducing administrative barriers and streamlining processes are also key to improving communication. Support in the form of psychological counseling can help government employees cope more effectively with stress.

The study participants noted the importance of training civil servants in communication skills with the public while taking into account the peculiarities of using an individual approach when

resolving citizen issues using social networks or other direct communication channels.

Thus, to effectively solve the problem of communication in the government apparatus, it is recommended to combine approaches, taking into account the proposals of different groups of respondents and creating comprehensive programs aimed at training, improving work processes and supporting staff.

This trend aims to increase standardization not only in terms of internal outreach guidelines, but also through the use of uniform, enforced procedures and incentives to regulate practice. In no case should these procedures carry normative rules and descriptions that may not be viable in non-standard situations, crises and difficult conditions. These conditions must be flexible to make the right decisions taking into account the situation while observing regulatory principles.

There are various methods and approaches to help civil servants enhance their communication skills:

- offering specialized courses and training sessions focusing on communication skills development, covering areas such as conflict management, public speaking, and business correspondence;
- establishing a feedback system to provide civil servants with constructive criticism and recommendations for improving their communication effectiveness;
- encouraging continuous self-improvement and seeking guidance from experienced colleagues and experts in the field;
- actively participating in diverse communication scenarios, such as negotiations, project presentations, and public debates.

In the future, the development of civil servants' communication competencies will closely align with advancements in information technologies and changes in socio-political dynamics. It will be crucial to consider the nuances of interaction in the online realm and adapt teaching and learning methods to address emerging challenges and opportunities.

Enhancing communication competencies is pivotal for the professional growth and effective performance of civil servants. Consistent training, practical experience, and independent study will enable them to become more proficient and successful in tackling their responsibilities and achieving their objectives.

The efforts of government officials to eliminate communication barriers represent significant strides toward improving interactions between government agencies and the public. Fostering transparency may involve adopting transparent decision-making processes, making information accessible to the public, and being open to dialogue with citizens. Embracing digital solutions can streamline communication processes and enhance convenience for all stakeholders, such as through the establishment of online platforms for citizen inquiries and electronic systems for tracking request statuses.

Granting civil servants autonomy in decision-making will boost response efficiency and speed in addressing citizen requests, thereby reducing bureaucratic procedures and expediting problem resolution; simplifying administrative procedures; reducing bureaucracy, and improving access to essential services and resources are essential steps in reducing administrative barriers. Timely addressing of citizen requests will foster trust and enhance service quality. Conducting information clarifications will enable civil servants to articulate their actions and decisions clearly, thus eliminating potential misunderstandings.

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## CONCLUSION

Based on the research findings, this study aimed to assess current communication competencies among civil servants in Kazakhstan, highlight strengths and areas for improvement, and identify prevalent communication issues. The findings indicate that civil servants generally rate their communication

skills highly, with consistent evaluations across self-assessments and assessments from colleagues, subordinates, and managers. Identified obstacles to effective communication include behavioral and language barriers affecting interactions between government and society.

Significant challenges hindering the development of these skills include the absence of standardized approaches and methodologies, inadequate specialized training opportunities, and limited avenues for professional development. Recommendations to enhance communication competencies include implementing advanced training programs and developing educational resources.

Comparing these findings with in-depth interview results underscores the alignment in assessing the current communication landscape and its associated challenges among civil servants. Additionally, insights from civil servants and non-governmental organizations propose actionable measures to improve communication competencies.

In conclusion, the research emphasizes the importance of addressing identified barriers and implementing targeted strategies to foster effective communication skills among civil servants. Enhancing these competencies is crucial for improving public service delivery, fostering transparency, and enhancing governance effectiveness in Kazakhstan.

## AUTHOR CONTRIBUTIONS

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# APPENDIX A

## BRIEF QUESTIONNAIRE

### Section 1: Sociodemographic characteristics

**Question 1:** What is your gender?

- .....  
Male
- .....  
Female

**Question 2:** What is your marital status?

- .....  
Married
- .....  
Single
- .....  
Widowed
- .....  
Divorced

**Question 3:** How many children do you have?

- .....  
1
- .....  
2
- .....  
3
- .....  
4
- .....  
5
- .....  
More than 5
- .....  
No children

**Question 4:** What is your age?

- .....  
18-25
- .....  
26-30
- .....  
31-35
- .....  
36-40
- .....  
41-45
- .....  
46-50
- .....  
51-55
- .....  
56-60
- .....  
61-65
- .....  
66-70
- .....  
71-75

**Question 5:** In which region do you live?

**Question 6:** How long have you worked in the civil service?

**Question 7:** Indicate which languages you speak and at what level.

Kazakh	1					
Proficiency	Do not speak	Fluent	Can explain myself but have difficulties with writing	Can write but have difficulties with speaking	Understand partially but cannot write or speak	Total

Russian		2				
Proficiency	Do not speak	Fluent	Can explain myself but have difficulties with writing	Can write but have difficulties with speaking	Understand partially but cannot write or speak	Total
English		3				
Proficiency	Do not speak	Fluent	Can explain myself but have difficulties with writing	Can write but have difficulties with speaking	Understand partially but cannot write or speak	Total

**Question 8: Which governmental body do you represent?**

Ministry of Foreign Affairs of the RK
Ministry of Internal Affairs of the RK
Ministry of Defense of the RK
Ministry of Information and Social Development of the RK
Ministry of Agriculture of the RK
Ministry of Justice of the RK
Ministry of Science and Higher Education of the RK
Ministry of Healthcare of the RK
Ministry of Labor and Social Protection of the Population of the RK
Ministry of Industry and Infrastructure Development of the RK
Ministry of Culture and Sports of the RK
Ministry of Education of the RK
Ministry of Emergency Situations of the RK
Ministry of National Economy of the RK
Ministry of Digital Development, Innovation and Aerospace Industry of the RK
Ministry of Ecology, Geology and Natural Resources of the RK
Ministry of Energy of the RK
Agency for Strategic Planning and Reforms of the RK
Agency for Civil Service Affairs of the RK
Anti-Corruption Agency of the RK
Agency for the Protection and Development of Competition of the RK
Agency for Regulation and Development of the Financial Market of the RK
Financial Monitoring Agency of the RK
Ministry of Finance of the RK
Central Election Commission of Kazakhstan
Accounts Committee for Control over the Execution of the Republican Budget
Administration of the President
Ministry of Trade and Integration of the RK
Parliament of the RK
Office of the President of the RK
Office of the Prime Minister of the RK
Total

## Section 2: Assessment of professional communicative competencies of civil servants

**Question 9:** How do you understand “professional communications of a civil servant or a government body”?

- 
- ..... Only direct verbal communication between a civil servant and other employees or citizens
  - ..... Only direct written communication between a civil servant and other employees or citizens
  - ..... The process of information exchange between civil servants or with citizens
  - ..... Other (specify)
  - ..... All of the above
- 

**Question 10:** Evaluate the overall level of professional communicative competencies of civil servants where 1 – low level, 5 – high level

**Question 11:** Evaluate the professional communicative competencies of yourself and your colleagues where 1 – low level, 5 – high level

- 
- ..... Your personal
  - ..... Your immediate supervisor
  - ..... Your colleagues
  - ..... The first supervisor of your government body
- 

**Question 12:** Evaluate the level of professional communication competencies of civil servants of central government bodies where 1 – low level, 5 – high level, 0 – I cannot evaluate due to lack of direct interaction

- 
- ..... Name
  - ..... Civil servants of the Presidential Administration
  - ..... Civil servants of the Cabinet of Ministers
  - ..... First manager and their deputies
  - ..... Heads of departments, management
  - ..... Heads of territorial subdivisions of central government bodies
  - ..... Basic position of central government bodies
  - ..... Basic position of territorial subdivisions of central government bodies
  - ..... Employees working under a labor contract
- 

**Question 13:** Evaluate the level of professional communication competencies of civil servants of local executive bodies where 1 – low level, 5 – high level, 0 – I cannot evaluate due to lack of direct interaction

- 
- ..... Name
  - ..... Regional leadership (akim, deputy akim, head of administration)
  - ..... Akims of cities and districts
  - ..... Deputy head of administration, authorized for ethics, heads of departments of the akim’s administration
  - ..... Heads of management
  - ..... Deputy akim of cities/districts and heads of management
  - ..... Heads of departments of an independent body of the city/district and heads of departments of management
  - ..... Basic position in the akim’s administration of the region
  - ..... Basic position in management
  - ..... Basic position in the administration of the city/district, independent bodies
  - ..... Employees working under a labor contract
  - ..... Akims of rural districts
  - ..... Basic position in the administration of the akim of the rural district
-



**Question 14:** In your opinion, how important are NON-VERBAL COMMUNICATIONS when interacting with citizens (not written or spoken speech, but gestures, appearance, intonation, facial expressions)? (0 – I am neutral, 1 – absolutely not important, 5 – very important)

**Question 15:** In your opinion, how important are VERBAL COMMUNICATIONS when interacting with citizens (written or spoken speech)? (0 – I am neutral, 1 – not important, 5 – very important)

**Question 16:** What percentage of your working time do you spend on communications (information exchange, including interaction, communication, with colleagues, higher government bodies, management, citizens, service recipients, etc.)?

---

Less than 10%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
No answer

---

**Question 17:** In your opinion, what qualities should civil servants primarily possess? (Choose the three most important qualities)?

---

Clarity and precision of speech
Determination
Logic
Accessibility and openness
Sociability and benevolence
Empathy
Tactfulness and respectfulness towards others
Flexibility and adaptability
Ability to keep a promise
Punctuality
Ability to control oneself and manage emotions
Neat appearance
Ability to listen
Ability to ask questions
Other (specify)

---

**Question 18:** In your opinion, what barriers exist in the communication of government bodies with the population? (Choose no more than three answers)

---

Information perception barriers
Behavioral barriers from citizens
Behavioral barriers from civil servants
Language barriers
Emotional barriers
Cultural barriers
Gender barriers
Other (specify)

---

**Question 19:** Evaluate the effectiveness of the personal communication channel of your government body where 1 – low level, 5 – high level