



# PUBLIC SERVICE COMPETENCY MODEL: MULTICULTURAL DIMENSION

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“Worship without knowledge has no goodness in it, and knowledge without understanding has no goodness in it”

“Go too far from home and you will lose your roots”

Words of inspiration by the best of the Ummah

# About the Ongoing Project

## Participants:

out of: **71** employees of the CAC of the Chelyabinsk Region

**22** employees participated in the pilot project

out of: **15** structural units of the CAC of the Chelyabinsk Region

**5** structural units (3 inspections and 2 supply divisions) participated in the pilot project

## Timeframe:

**9** months (August 2022 to April 2023)

## Experts:

The project was implemented in collaboration with the **researchers** from the Federal State Budgetary Educational Institution of Higher Education “Chelyabinsk State University.”

# What Is It For?

## Project Goal:

Transformation of the current HR management framework based on the development and implementation of a competency model.

## Objectives:

Evaluate the established organizational culture, search for the ways to advance it.

Analyze competencies of the employees of the pilot structural units.

Build a competency model.

Elaborate recommendations on the use of competency models in HR management processes.

Develop expert function as a priority among employees.

# What Do We Expect from Our Employees?

## Expert

**productivity** – the ability of an employee to create a product of the required quality in a given time;

greater **informativeness** – the scope of information used by an expert to support his/her work;

**communication skills** – broad network of professional connections and relations (including with the external expert community), and the professional reputation of an expert;

**digital skills** – an ability to use advanced technologies.

# Competency Model Structure



# Levels of Proficiency in Competencies

## 3 High Level

An expert independently performs complex tasks, generates new knowledge, identifies problems and comes up with solutions, shares his/her experience.

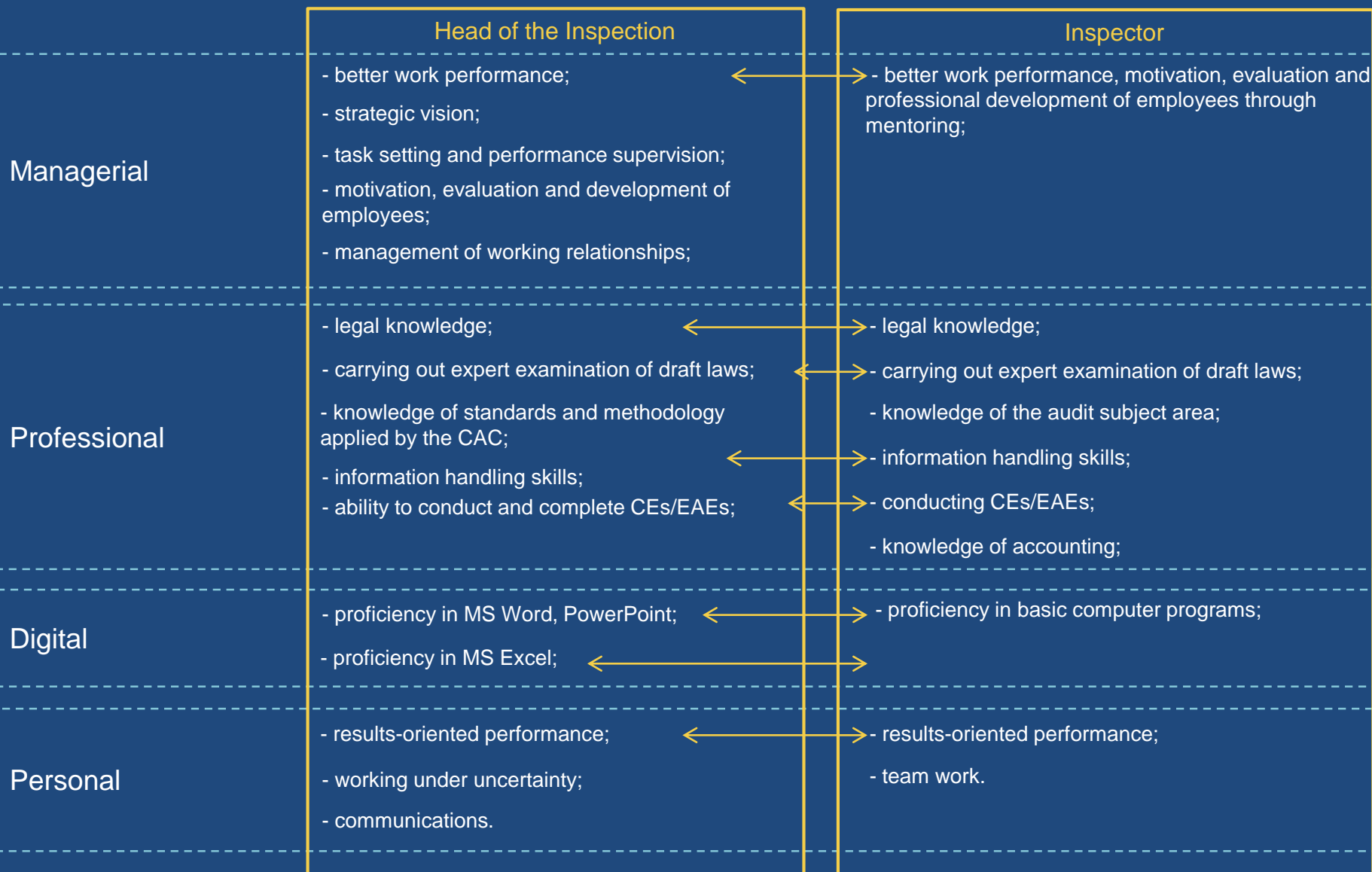
## 2 Medium Level

An expert applies knowledge and skills sufficient to solve standard tasks, provides advisory assistance, there are minor areas requiring development (sometimes supervision by the manager is required).

## 1 Basic Level

An expert is informed, applies knowledge and skills sufficient to solve simple tasks, but there are significant areas requiring development (it is required that other person sets clear tasks and supervises the tasks performance).

# Composition of Competencies Built by Groups of Pilot Structural Units



# Comparing the Composition of Competencies of the Inspectorate Staff Built by Groups of Pilot Structural Units

	Inspector of the Inspection with Control Functions	Inspector of the Inspection with Expert Functions
Managerial	<ul style="list-style-type: none"> <li>- motivation, evaluation and development of employees;</li> <li>- better work performance;</li> </ul>	<ul style="list-style-type: none"> <li>- management of working relationships;</li> <li>- leadership;</li> <li>- work planning and organization;</li> <li>- self-organization;</li> </ul>
Professional	<ul style="list-style-type: none"> <li>- legal knowledge;</li> <li>- information handling skills;</li> <li>- knowledge of accounting;</li> <li>- knowledge of the audit subject area;</li> <li>- ability to conduct CEs/EAEs;</li> <li>- carrying out expert examination of draft laws;</li> </ul>	<ul style="list-style-type: none"> <li>- legal knowledge;</li> <li>- project management skills;</li> <li>- knowledge of standards and methodology applied by the CAC;</li> <li>- knowledge of the audit subject area;</li> <li>- conducting and completing EAEs;</li> <li>- working with IT systems;</li> <li>- mastery of strategic and performance audit methodology;</li> </ul>
Digital	<ul style="list-style-type: none"> <li>- proficiency in MS Word, PowerPoint;</li> <li>- proficiency in MS Excel;</li> </ul>	<ul style="list-style-type: none"> <li>- proficiency in MS Word, PowerPoint;</li> </ul>
Personal	<ul style="list-style-type: none"> <li>- results-oriented performance;</li> <li>- team work</li> </ul>	<ul style="list-style-type: none"> <li>- working under uncertainty;</li> <li>- proactivity; communication.</li> </ul>



# Analysis of Current Organizational Culture



## Current state: market culture

A results-oriented organization that is primarily concerned with getting the job done. People are motivated and competitive.

## Preferred state: clan culture

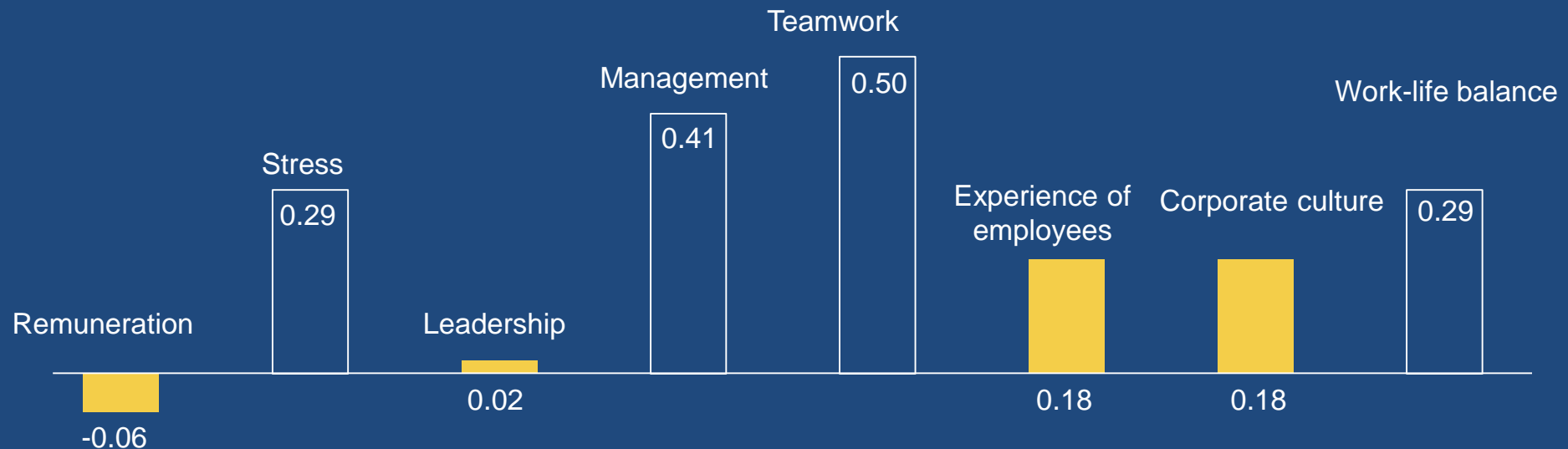
A very friendly working environment where people have a lot in common. The organization is like a big family.

# Job Satisfaction Analysis

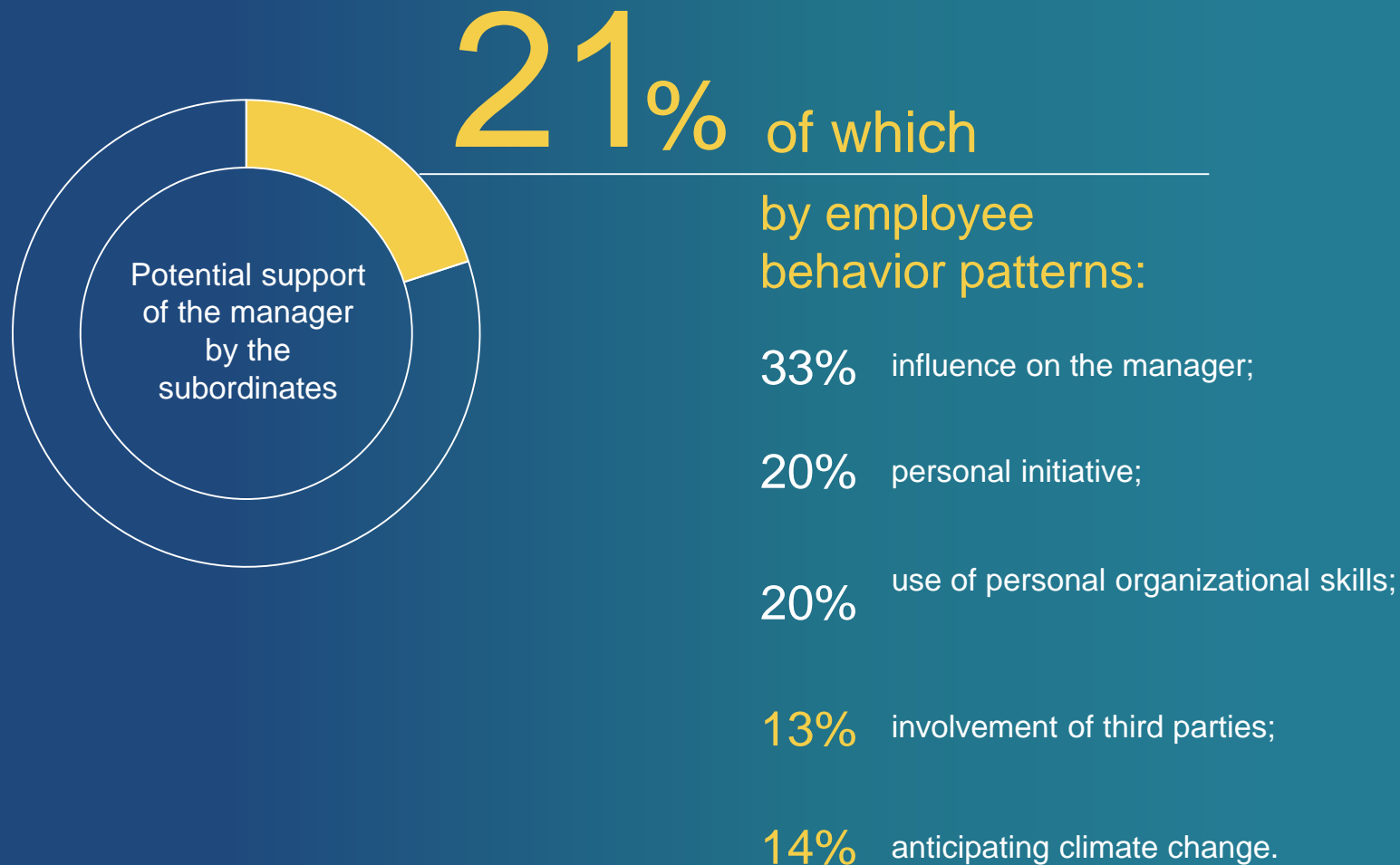
## 5 satisfaction metrics

- absenteeism rate;
- eNPS loyalty index;
- employee turnover rate;
- reviews of employees and ratings of employers;
- employee satisfaction index (ESI).

### Levels of Employee Job Satisfaction



# Level of Employees' Mastery of Behavioral Patterns Necessary for Active Participation in Making Changes



# Challenges

- 1** The staff does not understand the importance of soft skills for the work. Particular ignorance of the organizational behavior skills related to engaging in change.
- 2** Underestimating digital competencies.
- 3** Blurred functions of a chief inspector and an inspector.
- 4** Employees having conflicting understanding of the current state of organizational culture.
- 5** Developed competency model has not been implemented in the current HR processes.
- 6** Lack of an employee performance evaluation system.

# What Are We Going to Do?

- 1** Design individual development maps in conjunction with employees after discussing research findings.
- 2** Conduct certification and competition procedures, using assessment tools based on the developed competency model.
- 3** Develop a digital transformation program and promote the culture of valuing digital competencies.
- 4** Outline the role of the chief inspector in the structure of the organization and among the inspectorate staff.
- 5** Design training and development activities based on the competency model.
- 6** Develop a system of key performance indicators (KPI).

# Thank you for your attention!



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