Free Academy of Tbilisi LLC

Personnel Management Policy

Article 1. The essence, goals and functions of personnel management

1.1. The goal of the effective management of the the Tbilisi Free Academy (hereinafter - the "Academy") personnel is to ensure the successful joint work of the employees and to better identify their strengths. At the same time help to correct the weaknesses. Any success of the academy is directly related to the proper management of its personnel. The personnel management policy developed by the Academy is in line with the Academy's mission, vision and strategic development plan. Personnel management policy is an effective way to achieve the strategic goals of the academy, which promotes the unification of the staff of the academy around the common goal, ensures the professional development of each employee and maximizes its capabilities. Clearly formulates the functions, rights and duties and roles of each employee in the development of the academy, promotes the implementation of innovative ideas and initiatives by the staff of the academy and is based on the principles of fairness, transparency, diversity and equality.

1.2. For effective management of the personnel the Academy has:

- Clearly established organizational structure;
- Effective employment policy;
- Fair and transparent procedures for hiring and firing of the personnel;
- Employee professional development and training program;
- Employee evaluation system, including mechanisms for monitoring employee activity and encouraging them.

Article 2. Employment policies and procedures

2.1. Importance and basic principles of employment policy:

Each employee of the academy plays an important role in ensuring high quality teaching and research. Accordingly, the main principle of the employment policy of the Academy is to attract and retain qualified professional personnel and make the most of their capabilities and experience. The employment policy developed by the Academy is in line with the Law of Georgia on "Higher Education" and the Labor Law of Georgia.

2.2. Employment policies include several main steps:

- Staff analysis;
- Attracting candidates;
- Selection of candidates, etc.

2.3. Identify and analyze the need for a new staff:

The administration of the academy and the dean of the school determine the needs of the new staff in planning each subsequent academic year. The need to hire new employees may be due to other reasons:

a. Dismissal of an employee;

b. The requirement of existing employees to provide additional human resources to properly perform their functions;

c. Adding new schools or programmes;

d. offering new services, etc.

2.4. The process of selecting employees

The qualification requirements for the academic and invited staff, as well as the administrative and support staff, and the selection rules are determined by the Personnel Management Rule of the Academy.

Article 3. Policies and procedures for evaluating the activities of the Academy personnel

3.1. The purpose of the personnel performance evaluation policy is to encourage each employee to perform their functions effectively. On the one hand, it allows staff to develop individual goals and objectives in accordance with the strategic goals of the academy, and on the other hand, it provides regular evaluation of the activities of employees by the leadership of the academy. The objectives of the Academy's personnel evaluation policy are:

a. To enable the staff of the Academy to participate in the elaboration of goals and objectives for the development of relevant administrative and supportive structural units and school;

b. Identify the resources required for the implementation of the goals and objectives set by the staff of the Academy and agreed with the management of the Academy;

c. Identify potential difficulties in the process of achieving the professional goals of the staff of the Academy in a timely manner and define strategies for their solution;

d. Evaluate the activities of the staff of the Academy in the fields of teaching, research and administration/organizational areas;

e. Identify capabilities of the academy personnel and promote their further development;

f. Identify the professional development needs of the Academy personnel;

g. Identify the weaknesses of the Academy personnel and provide them with appropriate assistance.

3.2. To achieve these goals, the Academy has developed policies and procedures for evaluating staff performance for both academic/invited and administrative and support staff. Employees of the academy are directly involved in the development of the evaluation policy, and their suggestions and recommendations are taken into account. The evaluation policy is in line with the Academy's strategic development plan and creates the basis for its effective implementation.

3.3. The policy and procedures for evaluating the performance of the Academy personnel are based on the following basic principles:

a. Justice - the leadership of the academy ensures non-discrimination, objectivity and impartiality of the assessment;

b. Equal Opportunities - All employees have equal opportunities in the process of setting goals and objectives, implementing them and evaluating the work done. The system of evaluation of the Academy personnel is transparent and fair, however, the privacy of a person is protected and the principle of inviolability of his/her personal life is respected;

c. High Standards - The first and most important task of the evaluation system is to promote the educational standards of the Academy;

d. Professional Development - In order to promote the professional growth of the Academy personnel, the requirements for the individual development of the academic / invited and administrative as well as the support staff are taken into account;

e. Participation - All employees of the academy are involved in the performance evaluation process.

3.4. The main stages of evaluating the activities of academic/invited staff

The process of evaluating the activities of academic/invited staff is a one-year cycle and includes evaluation of the activities of both academic and invited staff. The evaluation process is carried out in the following stages:

1. Planning - developing assessment and self-assessment questionnaires for academic and invited staff, determining the frequency of surveys.

2. Review/Evaluation - The Quality Management Service checks the quality of work performed by academic/invited staff during the year and the performance of pre-defined tasks. The main purpose of evaluating an activity is to identify its achievements and failures, to determine the needs for further professional development. Analyzes assessment and self-assessment results and draws conclusions and recommendations.

The Academy has developed unified procedures and mechanisms for evaluating the activities of academic/invited staff, which are reflected in the evaluation system of the Academy's Quality Assurance Mechanisms and determine the evaluation rules, evaluator functions, evaluation criteria, academic/invited staff self-assessment form, evaluation form, etc.

3.5. Evaluate the activities of the administrative/support staff of the Academy

The Academy has developed unified procedures and mechanisms for evaluating the activities of administrative/support staff, which are reflected in the mechanisms for monitoring the effectiveness of the Academy's management and the evaluation system.

3.6. Managing unsatisfactory activities

Managing unsatisfactory activities involves identifying and eliminating weaknesses in the process of personnel activities. In case of unsatisfactory assessment of the activities of the staff, the Quality Management Service, with the participation of the relevant staff, will develop a plan to improve the activities of the staff, which will reflect the following key issues:

a. Strengths and weaknesses of staff activities;

b. Ways to correct the identified weaknesses and the necessary resources;

c. Criteria on the basis of which staff will evaluate the improvement of their activities.

Article 4. Attracting personnel

4.1. In order to attract qualified personnel, the Academy studies/analyzes favorable and hindering factors.

Such analysis will help the academy develop the right policy for attracting personnel. Factors contributing to

the attraction of personnel may include: favorable geographical location, number of students, reputation and image of the academy, and more. Obstacles may include a lack of staff development programs, low wages, etc.

4.2. Developing personnel attraction priorities - The Academy sets long-term priorities for attracting staff based on the Strategic Development Plan. This allows to identify staffing strategies and specific target groups.

Article 5. Maintenance of personnel

5.1. In order to maintain qualified personnel, the Academy implements effective mechanisms such as:

- Bonus;
- Material and intangible rewards;
- Expressing gratitude;
- Rewarding with a gift;
- Other types of incentives.

5.2. In order to reduce the outflow of academic staff, the academy is investigating the causes of the outflow, which may be:

- Low wages;
- The non-prestige of the academy;
- Unfavorable geographical location;
- Unfavorable working environment;
- Lack of management's goodwill, lack or absence of technical equipment and resources necessary for research activities;

5.3. In order to maintain the staff, the academy can take the following measures:

a. Creating a fair and objective system of evaluation and encouragement

The leadership of the academy ensures the creation of a fair system of annual evaluation of each staff member according to teaching, research and administrative activities.

b. Preferential workload

At the stage of developing the professional goals of the staff and the one-year individual action plan, the leadership of the academy ensures that the requirements for the staff are real and feasible. In determining the workload of the staff, a balance is maintained between the teaching, research and administrative-organizational functions of the staff on the one hand, and the possibilities of its professional development on the other.

c. Creating appropriate conditions for teaching and research

The academy has created teaching and research conditions and opportunities, which are provided by the availability of such material and technical resources as a library rich in modern publications, computer classrooms equipped with computer equipment, well-equipped individual work rooms, conference hall and more.

d. Effective communication

In order to communicate effectively, the academy has created an environment that facilitates the free exchange of information and the introduction of successful practices. In order to eliminate inefficient communication, meetings are regularly held in the structural units of the Academy in order to share and discuss the achievements and problems in teaching, research and organizational-administrative activities.

e Work environment

Conflict and unhealthy work environment is one of the main reasons not only for the outflow of academic staff, but also for the failed educational activities of the institution in general. Consequently, the leadership of the academy maximally promotes the establishment of relationships based on mutual respect between employees, the introduction of teamwork practices. Before making decisions, the leadership of the academy actively cooperates with the staff for consultations and sharing their views, which contributes to the staff's sense of contribution to the success of the academy and strengthens their motivation to participate more actively in management.

Article 6. Mechanisms of professional development.

6.1. The importance and the essence of professional development lies in the deepening of professional knowledge and the improvement of skills. By introducing an effective system of professional development, the academy is constantly improving its activities and adapting to changing educational environments.

Professional development programs for staff aim to increase professional competence in the following areas:

- Application of legal regulations in the field of education;
- Personnel evaluation systems;
- Modern teaching/learning methods;
- Use of new technologies in teaching and research;
- Use of information technology;
- Use of international electronic services;
- Use of introduced electronic services and systems;
- Developing new educational programs, etc.

6.2. When planning professional development activities, the leadership of the academy provides systematic, continuous and result-oriented professional development programs. Allocates financial and human resources for the effective implementation of professional development programs.

Article 7. Transitional Provisions

7.1. This rule shall come into force immediately upon signing;

7.2. Amendments and additions to the rules are made by the Senate;