

Approved by the director of Keoni Academy

Order N 1-21 of June 8, 2022

Keon Academy Ltd

Personnel management policy

Tbilisi

2022

Article 1. General provisions

1.1 This document describes the process of attracting, selecting, appointing, evaluating, raising qualifications and managing human resources in the Academy of Keoni LLC (hereinafter - the Academy);

1.2 The purpose of the mentioned document is to ensure the management of human resources management processes of the Academy with standard procedures, to create such a working environment in order to comply with the law, which will allow employed persons to demonstrate their abilities and develop personal skills;

1.3 Once a year, the above-mentioned document is reviewed/assessed and compliance with the requirements established by the Georgian legislation is determined. The review/evaluation of the mentioned document and making changes to it, if necessary, will be carried out in a time frame different from the above-mentioned time frame;

1.4 The administrator is responsible for informing the employees of the Academy about the changes made in the document and ensuring the availability of the updated document;

1.5 This document contains all the rules and documents in the direction of human resources, which are necessary for the effective functioning of the Academy, for the full performance of the duties by the employees and for the protection of their rights.

Article 2. Human resources management policy

2.1 Human resources management policy is consistent with the Academy's mission;

2.2 The main goal of the Academy's human resources management policy is:

2.2.1 attracting, selecting and maintaining highly qualified personnel;

2.2.2 ensuring the motivation, self-realization, self-development and fruitful activity of employees in the academy;

2.3 The Academy's human resources management policy is based on such basic principles and values as:

a) Merit-based approach: key decisions in human resource management issues (recruitment, compensation, incentives, etc.) are made based on the competence of the person;

b) Justice: behind any decision there is a fair argument and an objective decision-making criterion;

c) Equality: a uniform approach is shown to all employees. It is not allowed to discriminate employees based on gender, ethnicity, religion or other reasons the difference

d) Equal opportunities: Academy staff should have equal opportunities Opportunities to realize your own goals and objectives. in the academy The evaluation system in place is fair and transparent and at the same time A person's privacy and the inviolability of his personal life are protected principle;

e) Expediency: any decision is made with consideration and analysis On the basis of;

f) Transparency: In all aspects of human resource management, the Academy uses open and public approaches, while management procedures and regulations are public;

g) Professional development: the Academy constantly takes care of the professional development of employees taking into account their individual requirements and needs for development;

2.4 The Academy considers that the staff incentive system is the most important mechanism for human resources management. It promotes academically qualified and attracting and maintaining motivated personnel;

2.5 Material and intangible assets;

2.6 Material means include monetary reward/premium, while Intangible means include giving a certificate of appreciation to the staff and team building. During team building, employee capabilities are developed talent exposure, it allows employees to interact informally, builds corporate relationships, reveals employee talent and leadership opportunities, is a means of effective relaxation and stress relief. There are several indicators for identifying the need for team building, such as: low productivity personnel management policies, conflicts, apathy and low involvement, communication difficulties, innovation

and lack of initiatives, complaints about the quality of service, employees high rate of turnover, low level of job satisfaction and motivation, difficulties in the process of making decisions;

2.6 Staff incentives may be: Pre-determined

As a result of meeting the criteria and/or the director of the academy
By individual decision, responsible for human resources management
Based on the information provided by the person.

2.7 Predefined criteria for staff incentives are:

a) Evaluation of administrative staff and program implementers from the student's side;

- b) protection of service discipline;
- c) learning outcomes of professional students;
- d) development and implementation of self-development plan;

2.8 A comfortable and equal environment is created in the academy so that the staff can
Revealing one's abilities and skills.

Article 3. Structure of the Academy

3.1 The organizational structure of the Academy establishes a management system that ensures the achievement of organizational goals using available resources. It is the structure and hierarchy that determine the place of employees in the organization, their levels of responsibility and decision-making, authority and interdependence. The structure of the academy is horizontal.

Article 4. Personnel recruitment/selection/integration and appointment procedures

4.1 Based on the goals and strategic/action plan, the Academy ensures the attraction, selection, recruitment and employment of people with the skills, knowledge and experience appropriate to the job requirements.
integration.

4.2 Before starting a working relationship with a new employee, the employer is obliged to provide him with the following information:

- a) information about the work to be performed;
- b) the form of the employment contract (written or oral) and term (defined or indefinite) about;
- c) about labor conditions, including workplace, job description, obligation, responsibility, etc.;
- d) the legal status of the employee in the labor relationship;
- e) working conditions;
- f) labor remuneration;
- g) and others;

4.3. The quality assurance manager, training, is involved in the integration process
Process manager, person responsible for human resources management and
Predecessor (employee whose position is occupied by the new one, his replacement
An employee who is obliged to transfer and share with a new employee
all necessary information related to the performance of the work) if any
in case.

4.3.1 Integration includes:

- a) introducing a new employee to the Academy staff/conducting introductory training;
- b) transfer of important documents;
- c) preparing the workplace;
- d) providing the new employee with the things necessary to perform the work;
- e) in the initial period (from the employee's consent to the first working day) the new employee is informed in advance of the main documents regulating the activity of the Academy;
- f) Within two weeks after the start of work, a predetermined person will provide his support;

4.3.2 Depending on the position of the employee, the predetermined person may be different;

4.3.3 If necessary, in order to adapt the new employee to the working environment, it is possible to develop an adaptation plan for the employee's activities, which means organizing and conducting monthly/weekly summarizing, formal meetings during the first few months. The purpose of the meeting will be to monitor the work being done, assess learning and development progress, discuss difficulties, encourage achievements, etc.

4.3.4 After the completion of the adaptation process of a new employee in the academy, the evaluation of the adaptation process is carried out by the person responsible for the management of human resources and the person participating in the adaptation of a specific employee.

4.4 When recruiting Academy employees, special attention is paid to conducting a transparent, objective and impartial recruitment and hiring process, as well as providing equal opportunities for any applicant and creating the most favorable conditions for self-realization.

4.5 The prerequisites for starting the personnel selection process in the Academy are:

- a) staff shortage occurring in the organization at a given moment;
- b) the need to hire new staff;

4.6 The academy's staff selection process is administered by the director of the academy, who is guided by the legislation in force in Georgia, the human resources management policy and other regulations in force in the academy;

4.7 In order to ensure publicity and access to interested persons, the application in the Academy before the deadline for receiving documents expires.

The communication listed below will be posted about the vacant position
On most or one of the channels:

- a) Academy website;
- b) information board of the Academy;
- b) Internet employment portals (jobs.ge, hr.ge or others) and print media.

4.8 A person wishing to be employed at the academy is accepted for an interview and/or on the basis of competition;

4.9 The director of the academy hires and dismisses the staff of the academy;

4.10 The person implementing the educational program (professional education teacher/field specialist/practice instructor), are admitted to the academy
In accordance with the rule of "Admission of the person implementing the educational program" of "Keoni Academy" LLC approved by the order of the director of the academy;

4.11 Administrative personnel are recruited to the academy in accordance with the academy's regulations, internal rules, this rule and the legislation in force in Georgia;

4.12 In case of competition, the individual administrative of the director of the academy
The date of the competition is determined by the legal act, the commission Composition, candidate evaluation criteria, qualification requirements and other related matters"

4.13 A contract of Georgian legislation is signed with the selected contestant
Accordingly; Academy regulations, bylaws and other regulations according to the documents;

Article 5 Rules for conducting the competition and interview

5.1 In the case of holding a competition and/or interview, the following issues must be determined separately for each position:

- a) position title;
- b) the main function corresponding to the competitive position - duties, responsibilities and qualification requirements;
- c) probationary period;
- d) interview/competition registration start date;
- e) Deadlines for receiving applications and making decisions;
- f) Other additional list of documents to be presented at the interview/competition, which It may be different depending on the vacant position;
- g) stages of the competition;

- h) the procedure for conducting the competition;
- i) evaluation system of contestants;
- j) contact information;
- k) procedures for appealing the results of the competition;
- m) other additional information if necessary.

5.2 The date and conditions of the competition are published at least 20 calendar days before the receipt of documents (in case of force majeure the mentioned deadline will be revised)

Article 6 Evaluation process of contestants

6.1 The purpose of the contestant evaluation process is to be based on merit, using the principles of fairness and equality and in advance
Based on the criteria, the qualification of each contestant should be determined.

6.2 A person who has/is confirmed by the job description/the academy is considered to have appropriate qualifications by statute
Requirements/Competence.

6.3 Develops and presents criteria for the evaluation process of contestants
Competition commission for fairness, transparency, objectivity and
Based on the principles of impartiality and through the mentioned criteria
evaluates the contestant(s).

6.4. The academy is the director based on the protocol presented by the competition commission
Approves the results of the competition by issuing an order.

6.5 The results of the competition are publicly announced by the director's order
No later than 1 (one) week after publication.

6.6 An employment or service contract is signed with the selected contestant
in accordance with the law

Article 7 Purpose of personnel evaluation

7.1. The evaluation of the Academy's staff is the Academy's staff
An integral part of the policy, which provides an opportunity for all persons employed in the academy
to perform their functions and duties
Effective implementation.

7.2. The Academy's staff performance evaluation policy is based on the following goals:

- 7.2.1. to facilitate the identification of the strengths of the Academy staff;
- 7.2.2. to identify the needs and weaknesses of the academy staff
and lay down ways to correct them;

7.2.3. Identify staff capabilities and promote them further professional development;

7.2.4. Identify difficulties in a timely manner by the Academy staff in the process of implementation of professional goals and tasks and set it solutions;

Article 8 Personnel evaluation procedure, deadlines and responsible persons

8.1 For evaluation of human resources in the Academy, evaluation and Self-assessment procedure.

8.2 To evaluate the person implementing the program, the following is used:

a) Attending the contact hour and evaluating it using a pre-developed rubric According to (see Appendix 1) attendance at the contact hour will be carried out by each at least twice within the module;

b) attendance at the contact hour is carried out by the manager of the learning process and/or the manager of quality assurance and/or the head of the program;

c) Professional students will be evaluated by the persons implementing the program at the end of the module, and several modules in the program Maximum twice if implemented;

d) self-esteem. The self-evaluation form is filled out by the person implementing the program once during the academic year (see Appendix 2)

e) Evaluation of vocational education teachers is also carried out according to the performance of the function-duties described in the description;

g) The manager of the training process once a year submits the completed form to the director of the academy. (See Appendix 3) where Information/recommendation/conclusion by the persons implementing the program about the work performed;

8.3 is used in the job description for the evaluation of administrative personnel Permanent monitoring of the written function-quality performance of duties, which is carried out by the director;

b) administrative personnel from the persons implementing the program assessment once during the academic year;

c) self-esteem. The self-assessment form is filled out by the administrative and educational staff once a year;

8.4 Self-evaluation/evaluation by all the above-mentioned means and also Based on the information obtained from the staff development needs survey A personnel development plan is drawn up, the implementation of which is responsible Quality Assurance Manager.

8.5 Staff development needs survey is conducted once a year. process
The Quality Assurance Manager is responsible for administration. research
The tool is developed in advance. (See Appendix 5)

8.6 evaluation can be the basis for promotion, encouragement, transfer, demotion and dismissal of employees;

Article 9 Disciplinary responsibility

9.1 Disciplinary responsibility is the legal responsibility applied to the Academy staff in case of disciplinary misconduct;

9.2. The basis of disciplinary responsibility is the academy's legal one
Provided by the acts, by-laws, regulations, concluded agreement
Violation of norms;

9.3. Each disciplinary violation will be considered individually, and the principal will make a decision based on the difficulty, severity and
Considering the result of disciplinary misconduct;

9.4. The staff of the Academy may be charged with the following types of fines:

9.4.1. warning

9.4.2. rebuke

9.4.3. Refund;

9.4.4. suspension of the contract;

Article 10 Mechanisms of professional development of personnel

10.1 Administrative and professional education teachers/department of the Academy
The following are used for the development of instructors/guest teachers
Mechanisms:

a) professional developed by the quality assurance manager of the college
development trainings and consulting/working meetings;

b) promotion of experience sharing among teachers;

c) inviting active experts of the field and conducting seminars;

Article 11 Communication between co-workers

11.1 Communication between employees is carried out verbally as well via the Academy's email.

Article 12 Final Provisions

12.1 This rule is approved by the order of the director of the academy. Any changes and additions to this rule are made by order of the director.

Appendix 1. Contact hour attendance questionnaire

A. General information

A.1 Attending person (name, surname) held position -----

A.2 Name of the educational program -----

A.3 Name of the module -----

A.4 Start time of the contact clock -----

A.5 Date of attendance at the contact hour -----

A.6 The person implementing the module -----

Number of vocational students in group A.7 -----

A.8 How many attend the assessment (during the inspection)-----

A.9 Module approved lesson implementation environment

a) A environment

b) B environment

c) C environment

d) none of the above-----

(describe the environment)

B . Evaluation of contact hours

B.1 Contact hours are consistent with the pre-written calendar/lesson plan

1. Yes 2. No

Comment/Remark _____

B.2 The topic of the contact hour corresponds to the pre-written calendar/lesson plan

1. Yes 2. No 3. partially

comment

/note _____

B.3 Vocational Education by Vocational Education Teacher

The methods and activities used in the learning process are appropriate with the topic of the lesson

1. Yes 2. No 3. partially

comment

/note _____

B.4 The training takes place in the appropriate environment specified in the module

(Environment must be consistent with the educational program approved in the relevant manner environment specified in the corresponding module)

a) A environment

b) B environment

c) C environment

If it doesn't match the environment with the module/no environment at all

Corresponds to , make a comment/note why

B.5 The educational process is provided with appropriate material/technical resources

1. Yes 2. No 3. partially

Material-technical resources and raw material must meet

Transcripts of the corresponding module of the approved educational program, if

Mark the answer as no or partially comment accordingly

/note _____

B.6 The training process is provided with appropriate training materials and with educational resources

1. Yes 2. No 3. partially

comment

/note _____

B.7 Vocational education teacher promotes professional vocational Involvement and motivation of students

1. Yes 2. No 3. partially

In case of all answers, make a comment, describe what ways and methods
Uses professional education teacher professional professional students
For motivation, if the answer includes "partial" evaluation in this case as well
specify

Vocational education teacher got acquainted with the results of attendance: Yes No

Attendant person signature:

Appendix 2 Self-assessment questionnaire of the person implementing the program

Your name and surname

	1	2	3	4
communication skill	I don't establish positive communication, I don't/can't create a positive environment in class; I don't know what strategies and approaches to use	I try, but most of the time I don't succeed, to establish communication based on positive mutual respect.	I try and mostly succeed in positive communication, I create a positive environment in the lesson, I often use appropriate strategies, I mostly achieve the desired result	I always care and usually succeed in establishing positive, respectful communication (with professional students, colleagues, administration representatives); / Establishing a friendly relationship based on mutual respect and cooperation and creating a positive environment in the lesson; / I always effectively use the appropriate strategies/approaches to achieve these goals and achieve the desired results
	I don't/can't take into account the academic, emotional and social problems of a professional student		I often consider it related to the study of a professional student I often work with emotional and social problems	I always take into account the academic, emotional and social problems of a professional student
Ability to cooperate	I do not/can not cooperate with colleagues, administration representatives to better understand the needs of professional students	Sometimes I collaborate with colleagues, administration representatives to better understand the needs of professional students	Ob With colleagues, the administrator to the representatives Better understand the professional student's needs	I always cooperate with colleagues, representatives of the administration in order to better understand the needs of professional students
Ability to give feedback	I don't/can't focus on the professional student's strengths, but at the same time give him advice on what to do to improve;	Sometimes I focus on the professional student's strengths, but at the same time I give him advice on what he needs to do to improve. D;	I often focus on the professional student's strengths, but at the same time give him advice on what to do to improve	I always focus on the strengths of the professional student, but at the same time, I give him advice on what to do to improve;

<p>Ability to speak</p>	<p>I don't/can't pay attention to my vocabulary, tone of voice, facial expressions, gestures, facial expressions, etc. when talking to a professional student.</p>	<p>Sometimes I pay attention to my vocabulary, tone of voice, facial expressions, gestures, facial expressions, etc. while talking to a professional student.</p>	<p>I often pay attention to my vocabulary, tone of voice, facial expressions, gestures, facial expressions, etc. when talking to a professional student.</p>	<p>I always pay attention to my vocabulary, tone of voice, facial expressions, gestures, facial expressions, etc. when talking to a professional student.</p>
<p>Supportiveness I don't</p>	<p>can't encourage professional students to have the courage to ask questions, express opinions and express their attitudes</p>	<p>Sometimes I encourage professional students to be brave enough to ask questions, express opinions, and express their attitudes.</p>	<p>I often encourage students to be brave enough to ask questions, express their opinions, and express their attitudes.</p>	<p>I always encourage professional students to be brave enough to ask questions, express opinions and express their attitudes.</p>
<p>Outline how your practice can be improved to promote equality and socialization</p>				
	<p>It does not correspond to my practice (explain the answer in the self-reflection field) I do not care about providing an equal mold for professional students (including those from the Ministry of Education); / I do not contribute to their socialization, including the development of tolerance and prosocial behaviors; / I don't know what approaches/ strategies to use for the equal rights of all professional students (including SSE)</p>	<p>I try, but most of the time I don't succeed, to ensure the equality of professional students (including those from the Ministry of Education), / to take care of their socialization, tolerance and prosocial behaviors; / I rarely use appropriate strategies/methods to achieve these goals; / Sometimes I achieve the desired result.</p>	<p>I try and most of the time it works Ensuring equal education for professional students , sssm Work with professional student / professional student Ta Socialization, tolerance and prosocial behaviors</p>	<p>I always take care and usually do well to ensure the equality of professional students (including professional students), work with professional students / take care of developing professional students' socialization, tolerance and prosocial behaviors; / I always effectively use the appropriate strategies/ approaches to achieve these goals and achieve the desired results</p>

	To ensure / to develop tolerance skills and prosocial behaviors in professional students.		production and care; / quite often I use appropriate strategies/stances to achieve these goals; / I usually achieve the desired result.	
Determine how you can improve your practice in this direction, find learning resources,				
effectively use them in the learning process	I do not use learning resources effectively at all; I cannot make resources equally available to all professional students; / I do not have the appropriate approaches/ strategies to be able to use learning resources effectively.	I rarely use learning resources effectively; I rarely manage to make resources equally available to all professional students; / I don't have the proper approaches/strategies to be able to use learning resources effectively. in order to	I often use learning resources effectively; I often manage to make resources equally accessible to all professional students; / I often use appropriate approaches/ strategies in order to I was able to use learning resources effectively. I	I always use learning resources effectively; I always manage to make resources equally available to all professional students; / I always use appropriate approaches/strategies to be able to use learning resources effectively.
Ability to search additional learning resources	I don't/can't find additional learning resources outside the module	Sometimes I look for additional learning resources outside of the module	often look for additional learning resources outside of the module.	I'm always looking for additional learning resources outside of the module
Care for raising motivation among professional students	When selecting a learning resource, I don't think about how much this resource will increase learning motivation in professional students	When selecting a learning resource, I rarely think about how much the resource will increase learning motivation in professional students	Sometimes I think about the selection process of learning resources, how much this resource will enhance learning.	I always think about the selection of learning resources in terms of how much this resource will increase the learning motivation of professional students

			Motivation in Professional	
Creation of learning resources with the involvement of professional students	I do not encourage the participation of professional students in finding and creating resources	I rarely encourage the participation of professional students in finding and creating resources	Students Sometimes I encourage the participation of professional students in finding and creating resources	I always encourage the participation of professional students in finding and creating resources
Outline how your practice can be improved by planning in this direction				
	I don't plan the lesson based on the calendar plan, I don't clearly establish the lesson's goal, I don't look for activities that will help me reach the learning outcome	I rarely plan a lesson based on a calendar plan.	I often plan the lesson based on the calendar plan.	I always plan the lesson based on the calendar plan, I always formulate clearly the purpose of the lesson, I always look for activities that will help me reach the learning result
Ability to help I do not	can not help the professional student to understand in advance the learning goals, to see the ways to achieve them and the final result/benefit	I rarely help a professional student to understand in advance the learning goals, to see the ways to achieve them and the end result/benefit.		I always help the professional student to understand the learning goals in advance, to see the ways to achieve them and the final result/benefit.
Ability to transfer	I don't/can't convey clear and understandable information to professional students;	I try, but I rarely succeed in conveying information clearly and comprehensibly to a professional student	often need to explain and convey information in order to understand it.	I always manage to convey information clearly and to explain
Describe how you can practice				

Improvement in this direction is				
the creation of an assessment tool	I don't/can't create an assessment tool and use the assessment tool bank	I rarely create an assessment tool with the help of a learning process manager and another professional education teacher	I often create an assessment tool for the manager of the learning process	I always set up the assessment tool myself
Outline how your practice can be improved in this direction				

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Appendix 3. Staff evaluation form

Evaluation of the work performed by the professional education teacher

-----year

N		Activities carried out	evidence
1.	Attending the lesson process		
2.	Attendance at the assessment process		
3	Documentation production		
4	Validation/verification		
5	participation of vocational education teachers in the training planned for the purpose of development		
6	according to the legislation of Georgia, the legal		

	<p>Performing other functions and tasks defined by acts and by the director</p>		
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Appendix 4 Administrative Staff Self-Assessment Questionnaire

Hello!

The survey is aimed at the administrative staff of Keoni Academy LLC Evaluation to identify staff strengths and areas for improvement.

Thank you for participating in the survey

1. Employee name, surname

2. Your position

3. How do you think the relevant/specific knowledge of the position you hold? and skill level:

a) It is enough

b) I need help -----

4. In your opinion, the quality of the work performed by you is:

a) high, because -----

b) average, because -----

c) low because -----

5. Inability to communicate and work as a team:

a) is low

b) average

c) high

6. Ability to resolve conflicts and work in stressful situations

a) high

b) average

c) low

7. Punctuality and the ability to effectively manage time

a) high

b) average

c) low

8. Ability to perceive and understand tasks, perform tasks independently

a) high

b) average

c) low

9. Ability to share own knowledge and experience with other team members to improve their professionalism, qualification and support.

a) high

b) average

c) low

10. Ability to recognize and correct one's own mistakes

a) high

b) average

c) low

11. Ability to learn quickly and integrate acquired knowledge and technical skills

a) high

b) average

c) low

12. Outline how your practice can be improved
