

Problems of Human Resource Selection and Career Policy in Georgian Higher Education Institutions

Received: 22.01.2022

Available online: 30.12.2022

Eka Lekashvili^{*}, Nikoloz Gogoladze^{}**

Abstract

This paper discusses the staff recruitment process policy as a systematic one, carried out by higher education institutions to attract the human resources that have the knowledge, skills and qualifications necessary to achieve the goals of the University. During the process of selection, the higher education institutions identify the applicants, according to the requirements and criteria for the vacancies. A fair, open and acceptable selection procedure enhances the image and credibility of the University. The study aimed to determine the extent to which the human resource selection and career policy in Georgian higher education institutions responds to the above mentioned, generally accepted and recognized visions.

The problems of human resource selection and career policy in Georgian higher education institutions may pose a serious threat to the future of the university and society as a whole.

The survey was conducted by a sociological research method. Participation in the study was offered to all authorized

universities in Georgia that implement accredited programs. 11 universities agreed to participate. Participation in the survey was voluntary. It involved both academic and administrative staff. 805 respondents were interviewed. The questionnaire included open as well as closed questions. The questionnaire was based on the results of the research of contemporary scientific works related to the research problem by both international and national higher education researchers.

The study has shown that human resource selection and career development policies in Georgian higher education institutions differ from each other and often do not coincide with the generally accepted requirements dictated by modern circumstances in this area. Based on the research, it was revealed that solving the staff recruitment process depends on harmonization of the requirements of the European educational space and the National Qualifications Framework, which can be implemented by the administration of higher education institutions in Georgia through understanding a systemic approach that develops universities' competitive advantage.

The results of the research can be used by all higher education institutions operating

^{*} Faculty of Economics and Business, Ivane Javakishvili Tbilisi State University

^{**} Business and Management Department, Georgian State Teaching University of Physical Education

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in Georgia, regardless of their organizational form and size.

Keywords: Human Resource Policy; Higher Education Institution; Georgia.

JEL: H52

Introduction

The efficiency of university management and their competitive advantage greatly depends on the selection of human resources and the perfection of career management. The study and development of modern methods of human resource selection, growth and career policy in Georgian higher education institutions is an important and topical problem of management, both in terms of science and application. Studying this problem will support us to avoid hiring unqualified human resources in HEIs. The future activities of any organization in the field of personnel management greatly depend on what kind of staff will be selected and how the selection process will take place. Mistakes made in the recruitment and selection process can have serious negative consequences for higher education institutions.

According to the information of the National Statistics Office of Georgia¹, there are 32 universities, 20 teaching universities, 3 colleges and 7 orthodox theological institutes. Among the universities operating in the 2020-2021 academic year, 45 are private universities, and 19 are state-owned. In 2020, the whole number of students in all Georgian universities totaled 157.3 thousand.

Higher Education Institutions employ 9.9 thousand lecturers, which is 4.5% more than the same period last year. 54.3% of professors are female and 45.7% are male. Most of them, 36.2% are associate professors. According to

the vacancies published in 2020, there is a high demand for teachers in higher education institutions (175 places). All this is due to the growing competition between public and private high educational institutions, which is reflected in the demand for highly qualified teachers (NSOG; 2020)². It should be noted that the updated public information on the number of administrative and support staff employed in HEIs could not be found.

In the research process, we consider the higher education institution as a system, in which graduates, administration, students, parents, academic staff - are represented as a whole organism. Through their coordinated policy and activity, the organization becomes a unified system. The aim of the research is to study the selection policy and process of academic and administrative staff in Georgian higher education institutions in the modern period and to identify the existing general problems. The object of research is higher education institutions of Georgia, which have authorization and at the same time implement accredited programs.

At the beginning of the analysis, we explored the visions of higher education institutions, as well as strategies and institutional goals in a competitive environment. In the research process the method of observation, the method of sociological research using the questionnaire, the methods of analysis and synthesis have been used. The problems of staff selection policy in eleven universities of Georgia were systematized.

Discussion of the relevant literature

In the process of research, both Georgian and foreign sources, digital materials and regulatory documents were processed.

¹ www.gaostat.ge /accessed 1. 05.2021/

² www.gaostat.ge /accessed 1. 05.2021/

Discussing human resource selection and career policy issues is important for an organization and institution operating in any field to take a competitive position.

Georgian higher education institutions are constantly in need of both material and human resources, which is vital for the successful functioning of the organization.

In the process of developing a theoretical-methodological basis for research on human resource selection issues, we have relied on the advanced scientific literature, which is presented in international electronic scientific databases. None of the scientific papers that are studied in relation to the research problem are of a systemic nature. They explore its separate aspects. In particular, Jermolajeva, J. & Bogdanoba, T. (2017) presented in the paper a hypothetical model of teacher pedagogical identity, based on which 198 teachers were examined in Riga and Smolensk based on the analysis of two main indicators - Philosophy of the Professor and Professional Knowledge. The study confirmed the validity of the model.

MacLeod, W. & Urquiola, M. (2021) discuss in a historical context the reasons for the success of American research universities, including in the field of human resources. Figlio, D. & Schapiro, M. (2021) offer two ways to measure the effectiveness of teaching - in-depth learning and inspiration, and show their relationship to the success of research. The result is also influenced by the gender, race and ethnicity of the instructors. Oreopoulos, P. (2021), Athreya, K. & Eberly, J. (2021) discuss issues in terms of the impact of operational management and investment in human resources in the context of information technology development.

The study of Kostic, M.D., Jovanovic, Y. & Juric, J. (2019) confirmed the need to focus legal and organizational reporting systems on

external and domestic requirements, where the human factor occupies an important place.

The issue of the impact of institutional reform policies on the basis of empirical analysis is proposed by Nedic, V. et al (2020). The example of the Balkan countries examines the relationship between individual qualitative indicators of institutions and the economic growth and the driving force, including innovation, developed by universities.

King, V., Roed, J. & Wilson, L. (2018) reviewed the five UK universities' academic staff and found that inductive interventions in university policy led to the retention of academic staff in universities and it is advisable to make active use of this approach.

Alqahtani, M. & Ayentimi, D.T (2021) explore the impact of the accreditation process on the development of universities, including in the area of human resources. Grabara, J., Hussain, H.I. & Szajt, M. (2020) based on the example of Poland, explore the positive effects of sustainable human resources and corporate entrepreneurship on sustainable innovation that ensures the sustainable development of universities. Conrad, H. & Meyer-Ohie, H. (2018) studied Japanese experience and discussed the issue of labor resource policy of universities in the context of migration.

Georgian scientists - Gagnidze, I. & Maisuradze, N. (2016), Lekashvili, E. & Bitsadze, M. (2021), Papachashvili, N. (2020) and others studied the aspect of Georgia's competitiveness in the global economy, which will significantly depend on its ability to train highly qualified human resources. In this context, they will enable to fully demonstrate its intellectual potential for quality higher education. An effective selection is a

precondition for the security and economic stability of the country. At the same time, the role of human resources and corporate culture, also known as intangible assets, is rapidly increasing in the creation of the values of the enterprise or organization in the conditions of modern globalization. These intangible assets are the decisive factor in creating the values of the organization.

According to Toria, M. (2014), the requirements to the human resource manager are significantly different from traditional staffing. The success of the strategy chosen by the organization depends not only on the decisions made in the past, but also on the effective implementation of these decisions by the people employed there. Against this, it is extremely important for the activities of an organization, enterprise or company to properly define and delegate functions of the employees.

Edisherashvili, G.(2017) in his dissertation focuses on the process of staff selection and hiring, discusses the basic historical stages of the human resource selection system, the labor market in Georgia, the organization's goals and human resource management issues.

Based on the analysis of the scientific literature, a list of factors has been identified, that have a significant impact on human resource selection and development policy in higher education institutions.

The staff recruitment process is seen as a central function of the structural subdivision of human resources. Staff recruitment is a process carried out by the organization to attract the human resources that have the knowledge, skills and qualifications necessary to achieve the goals of the organization. During this process, the company identifies

the interested potential of the candidate who best meets the vacancy criteria.

In defining the context of the legal framework in the methodological part of study, we have relied on the Law of Georgia on Higher Education, the Labor Code of Georgia, Accreditation and Authorization Standards and the National Qualifications Framework of Georgia.

Methodology

According to the Law of Georgia on Higher Education (2004), a Higher Education Institution is defined as an educational or research scientific-educational institution implementing a higher education program, the main function of which is to carry out higher education and scientific research or higher educational activities, as well as creative work. The higher education institution consists of the main educational and auxiliary structural units and grants the relevant qualifications.

For the purpose of the research, we considered it methodologically justified to use the sociological specifically, quantitative method of the research using the questionnaire tool. A request to participate in the survey was sent to all Georgian authorized Universities. Accordingly, the determinate sampling method (nonprobability sampling) and the non-representative sampling method (convenience sampling) were used, because participation in the study was voluntary. Some 11 universities (Batumi Navigation Teaching University, Batumi Shota Rustaveli State University, Guram Tavartkiladze Tbilisi Teaching University, Ivane Javakhishvili Tbilisi State University, Ilia State University, Caucasus International University, Georgian National University, St. Andrew the First-Called University of the Georgian Patriarchate, Georgian State Teaching University of Physical Education and Sports,

Kutaisi University, The Black Sea International University) agreed to participate (See Table 1). 805 respondents were interviewed. For the purpose of the research, a 21-item questionnaire was prepared in advance, with open-ended and closed-ended questions. The development of the questionnaire took into account the important factors affecting the research problem identified during the

processing of the research literature, as well as the requirements of the regulatory framework for higher education. In order to regulate the ethical issue of the study those who accepted to participate in the research were sent a questionnaire explaining the objectives of the research and the purpose of using their answers, therefore, they voluntarily participated in the research.

Table 1. Distribution of respondents to research objects

List of the Universities involved in the study	Number of respondents	%
Batumi Navigation Teaching University	45	5.6
Batumi Shota Rustaveli State University	78	9.7
Guram Tavartkiladze Tbilisi Teaching University	65	8.1
Ivane Javakhishvili Tbilisi State University	72	8.9
Ilia State University	97	12.0
Caucasus International University	92	11.4
Georgian National University	76	9.4
St. Andrew the First-Called University of the Georgian Patriarchate	88	10.9
Georgian State Teaching University of Physical Education and Sports	57	7.1
Kutaisi University	66	8.2
The Black Sea International University	69	8.6
All	805	100.0

Source: Research materials

The research concerns academic as well as administrative and assistant administrative staff employed at universities. To achieve the research goal, a group of research questions were formed. In particular these were:

1. What is the social-demographic structure of universities' employees? (Questionnaire - 2,3,4,5 questions);
2. Which tools of human resource selection and support policy are mainly used at universities of Georgia? (Questionnaire 6 question);
3. Which specific knowledge/skills are required by university employees? (Questionnaire - 9,12 Questions);
4. What is the main criterion for the selection of candidates? (Questionnaire - 10, 11, 13, 14, 15, 16, 17 questions);
5. How effective is the human resource selection and development policy of Georgian universities? (Questionnaire - 7, 8 questions);
6. What are the main factors contributing to the career advancement of human resources in Georgian universities? (Questionnaire - 18, 19 questions);
7. What are the main forms of professional development of employees in Georgian universities? (Questionnaire - 20, 21 questions).

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To conduct the research, we studied the methodology of selecting human resources and defining functions in Georgian higher education institutions, as well as the role of management specialists in terms of proper selection, development and maintenance of staff, which will further contribute to the effective functioning of the University.

Unfortunately, there is a lack of the contemporary scientific literature on human resource selection, specifically for higher education institutions. To determine the theoretical and methodological approaches to the development of the questionnaire for the research process, we studied the scientific papers published in high-ranking journals. To analyze the real environment in Georgia, we used the work of Georgian scientists who have been working on the development of universities for years. The analysis of the legal framework conditions of institutional regulation of higher education is based on the Law of Georgia on Higher Education, on the National Qualifications Framework, National Standards for Universities Authorization and Program Accreditation, Universities' strategies of development, which are posted on the universities' websites. The general statistical data is produced by the National Statistics Office of Georgia. The study was conducted in the fall of 2019 - the pre-Covid pandemic period.

Findings

Education plays an important role in the successful implementation of the ongoing reforms in the country. The achievement of the sustainable development goals of the countries depends significantly on the quality of education. Georgia's competitiveness in the Global Economy significantly depends on HEIs' ability to train highly qualified human

resources, which will be possible only through the provision of quality higher education.

An efficient and effective human resource management system is a crucial factor for an institution operating in all areas. In order to be competitive, any organization, as well as higher education institutions, need both material and human resources. University leaders have to realize that human resources are a determining factor for their professional activities. The best and most appropriate human resources are the guarantee of the success of a higher education institution.

This paper discusses how to determine the needs selection and the hiring of staff in Georgian higher education institutions and how to develop an effective employment strategy for new staff to meet these acute needs. Staffing a team of loyal and motivated employees is vital.

Due to the existing social conditions in Georgia, higher education has become more accessible to the majority of the relevant age group. This problem has been greatly alleviated by the introduction of fully funded programs in the last few years. The perfection and development of the higher education system has economic, social, historical, political and other consequences, which contributes to the diversity of functional capacity. Also, the successful functioning of the system depends significantly on the continuity of the higher education process and the existence of close, inseparable links between the institutions in the system, where universities play a crucial role. The full fulfillment of the educational, innovative, scientific, social or other functions of university requires resistant financial stability, which in many cases can be unfavorable. Therefore, both the universities and the government of the country must constantly take care of the diversification of

income sources of higher institution, continuity, sustainability and optimal distribution of costs.

The study of the universities' strategic goals revealed that the needs of each institution due to the academic staff are individual. Basically, higher education should be distinguished from competitors according to individual needs and values. Applicants attach great importance to the academic reputation of the higher education institution and the advice of its peers.

Studies have revealed the need for knowledge and critical understanding of the concepts and strategies of the basic theories of human resources, management, operational management, marketing and innovation. The closer we get to the internationally proven

practice, the more deeply and thoroughly we become aware of the complex management system approach of higher education.

The study included the following universities: Batumi Navigation Teaching University, Batumi Shota Rustaveli State University, Guram Tavartkiladze Tbilisi Teaching University, Ivane Javakhishvili Tbilisi State University, Iliia State University, Caucasus International University, Georgian National University, St. Andrew the First- Called University of the Georgian Patriarchate, Georgia State Teaching University of Physical Education and Sports, Kutaisi University and The International Black Sea University (see Figure 1).

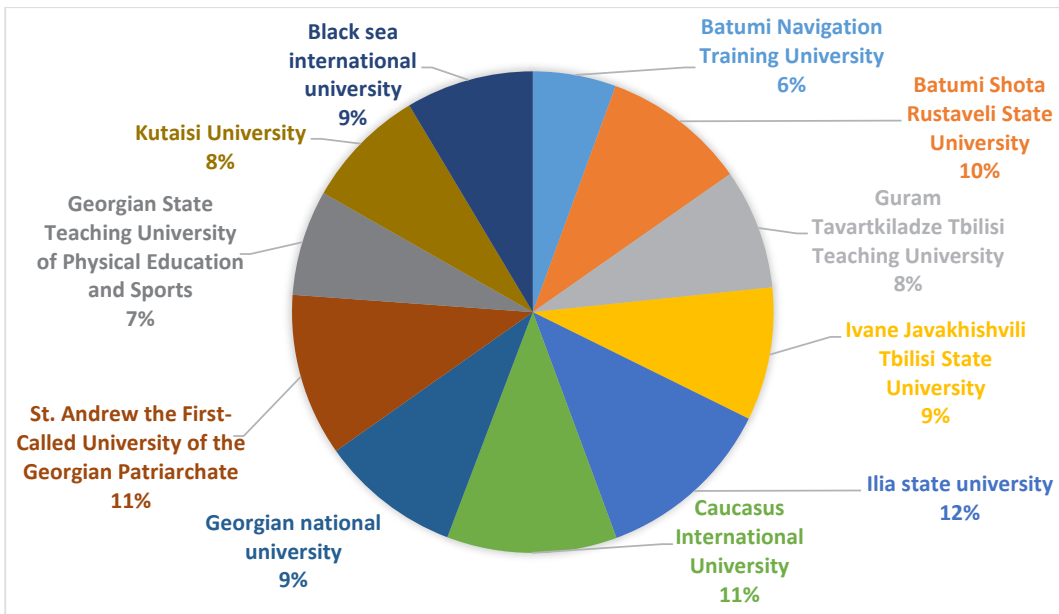


Figure 1. Distribution of respondents by university

Source: Research materials

Some 4 universities are state-owned and 7 are private. The Universities³ as well as Teaching Universities⁴ and Colleges⁵ have been studied. Participation in the survey was voluntary. It involved both academic and administrative staff.

Figure 2 presents the gender structure of the respondents.

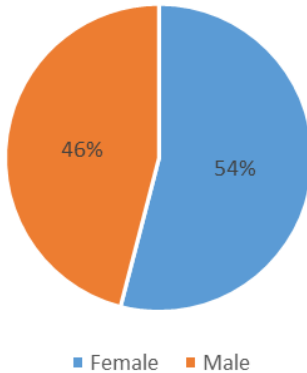


Figure 2. The gender structure of the respondents

Source: Research materials

Out of surveyed 805 respondents, 435 are female, 370 respondents are male. Gender equality is almost guaranteed in the surveyed facilities, moreover 8% more women.

The analysis of the age structure of the respondents gives us extremely important information about the changes of generations in the higher education institutions of Georgia. The data show that the majority of academic and administrative staff at universities are between the ages of 30 and 50, followed by young people between the ages of 20 and 30. It should also be noted that mid-aged

administrative staff experienced in working at universities account for 24.5% of respondents, which is a significant proportion of the overall employment rate (see Table 2).

Table 2. Age structure of the respondents

	Number of respondents	%
1 20-30 Year;	252	31.1
2 30-50 Year;	356	44.2
3 50 – 80 Year;	197	24.5
All	805	100.0

Source: Research materials

Table 3. Job distribution of the respondents

List of universities involved in the study	Number of respondents	percent
Assistant Professor	48	6.0
Assistant	27	3.4
Associate Professor	77	9.6
Librarian	2	0.2
Cleaner	27	3.4
Security guard	33	4.1
Teacher	64	8.0
Main specialist	79	9.8
Invited Professor	78	9.7
Professor	234	29.1
Specialist	103	12.8
Head specialist	33	4.1
All	805	100.0

Source: Research materials

The data show that all respondents have higher education. Out of 805 respondents surveyed, 12.5% have a bachelor's degree,

³ According to the Law of Georgia on Higher Education (2004), University - a higher education institution that conducts master's and doctoral education programs or higher education programs and scientific research at all three levels of academic higher education;

⁴ a Teaching University - a higher education institution that implements a higher education program /program (except doctoral). The teaching university necessarily implements the second level - master's degree - educational program / programs;

⁵ a college is a higher education institution that offers only a bachelor's degree program.

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24% a master's degree and 63.5% a doctoral degree. No matter what position they hold at the university, all respondents are trainers for academic degrees (see Tables 3 and 4).

Table 4. Academic qualification of the respondents

	Number of respondents	percent
Bachelor	101	12.5
Master	193	24.0
Doctor	511	63.5
All	805	100.0

Source: Research materials

After reviewing the general social-demographic data of the respondents, we analyzed the human resource policy assessment of the universities. Some 55.7% of respondents preferred the definition of forms and methods of working with staff, 24.8% preferred the system of restrictions. The system of views, needs, norms and principles is supported by 24.8% of respondents. As it turns out, more than half of the respondents attach great importance to a clear definition of the functions of their job forms, which in turn simplifies the fulfillment of obligations and subordination (see Table 5).

Table 5. Universities' Human Resource Policy assessment

	Number of respondents	%
Defining forms and methods of working with staff	448	55.7
A System of restrictions	157	19.5
A system of views, needs, norms and principles	200	24.8
All	805	100.0

Source: Research materials

On the question: Which of the following forms of human resource policy is preferred

in your higher education institution? - the majority of respondents (219) preferred personal planning, 130 respondents prioritized leadership styles and methods among the listed human resource facilities, preferred employment support 172 respondents, 13.2% of the respondents considered it important to organize their education. Some 104 respondents prioritized problem solving. These results show that staff attaches great importance to strategic management issues, the development of an appropriate organizational culture, and the development of skills in the HR development management process (see Figure 3).

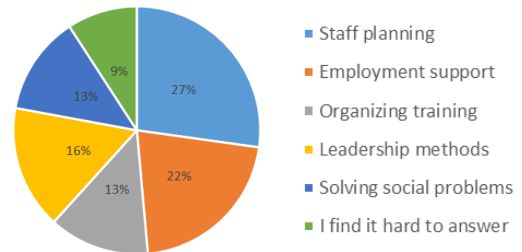


Figure 3. Forms of Human Resource Policy in Higher Education Institutions
Source: Research materials

Some 365 respondents (45.3%) gave a positive answer and 189 (23.5%) a negative answer to the question "Is the general concept of human resource management being developed at your university?" some 31.2% (251) of respondents believe that the overall concept of human resource management is being developed in part. This result shows that the activities of the university administration in this direction have to be improved.

In the modern globalized world, the demands of the labor market are constantly changing. However, for universities whose main goal is to produce competitive personnel for the labor market and to integrate with the international academic space, the knowledge

of a foreign language plays an important role. This is especially important for small countries, for which full integration with the rest of the world is one of the leading factors in development.

A foreign language proficiency certificate must be the main component of the human resource selection. The survey showed that 215 respondents (26.7%) requested a foreign language proficiency certificate at the time of sampling. In many cases no certificate is required. Some 308 respondents (38.3%) gave a negative answer. 35% or 282 respondents find it difficult to answer (See Table 6). This situation should be explored in an in-depth piece of research, as knowledge of a foreign language is also important for academic staff and some administrative positions, which helps universities to strengthen the process of internationalization.

Table 6. Foreign Language Certificate Requirement in selecting of human resources

	Number of respondents	%
Yes	215	26.7
No	308	38.3
I find it difficult to answer	282	35.0
All	805	100.0

Source: Research materials

On the question: Which of the principles of human resources policy do you prefer? a maximum number of respondents put of 220 prefer staff retention and training; Second comes the effective stimulation of productive labor (146); Next is the principle of fairness, consistency and innovation - 146 respondents, and 116 choose the principle of non-discrimination. This result allows us to assume that in a small country with a shortage of highly qualified staff, it is crucial for a university to recruit their own staff in the workplace to ensure the sustainability of academic and research programs (see Figure 4).

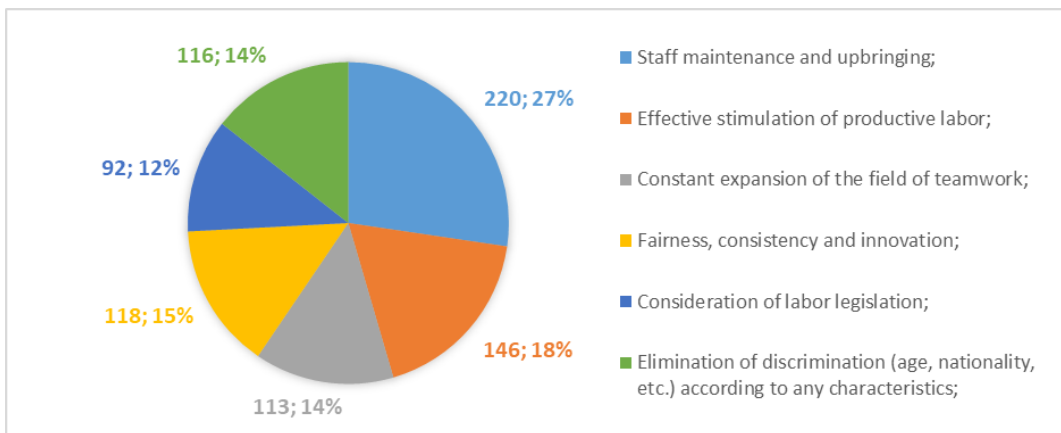


Figure 4. Criteria for human resource policy implementation

Source: Research materials

In the studied universities the interview method is preferred (22.9% of the respondents) among the human resource

selection methods. Also, an important way is the testing (21.9%), the observation 17.1%. Some 21.2% of the respondents believe that

none of the existing sampling methods have been used by the university (see Figure 5). This result suggests that universities do not have the need for properly thought-out human resource selection and the importance of adequacy with its methods.

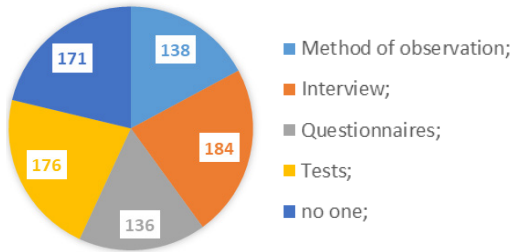


Figure 5. Human resource selection methods
Source: Research materials

The study shows that among the specific selection criteria of staff, employers prioritize the selection of staff with the compliance of individual characteristics with the conditions of the competition (38.3%). Approximately 30% support work experience, number of scientific papers, professionalism and academic degree (see Table 7).

Table 7. Specific indicators of human resource selection

	Number of respondents	%
Compliance of individual characteristics with the terms of the competition	308	38.3
Work experience, amount and quality of scientific works	249	30.3
Professionalism and academic degree	248	30.8
All	805	100.0

Source: Research materials

In terms of specific knowledge and skills, knowledge of digital technologies plays a major role in the modern information and technology society. On the question: Were

computer skills tested during the selection of candidates? - responses were distributed as follows: 21.7% of respondents agreed, 46.8% said no, and 253 respondents found it difficult to answer, accounting for 31.4% of the total (see Table 8).

Table 8. Requirement of IT skills in the selection of human resources

	Number of respondents	%
Yes	175	21.7
No	377	46.8
I find it difficult to answer	253	31.4
All	805	100.0

Source: Research materials

The sequence of candidate selection shows that 21.9% of respondents provide information on the merit of the contestant to be selected for the vacant position. The majority of respondents, in particular 41.6%, believe that all aspects involve the selection process. It is also important to consider the activities of candidates for a certain position (17.1% of respondents) (see Figure 6).

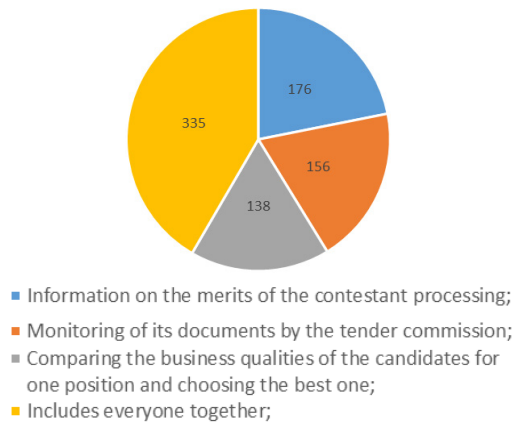


Figure 6. Sequence of candidate selection
Source: Research materials

Analysis of the results of the survey on the basic principles of candidates' final selection

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showed that 26.5% of the respondents are in favor of choosing the most suitable candidate, 22% - meeting the expectations of the recruited staff, 20.4% - keeping the staff stable; 17.6% of the respondents choose the improvement of the moral-psychological climate (see Table 9).

Table 9. The basic principles of final selection

	Number of respondents	percent
Ensuring that the expected effect is exceeded relative to costs	109	13.5
Meeting the expectations of attracted employee	177	22.0
Improving the moral-psychological climate	142	17.6
Maintaining a stable staff	164	20.4
Choose the most suitable candidate	213	26.5
All	805	100.0

Source: Research materials

An important issue in the staff selection process and policy is the correct positioning of employees and the compliance of their expectations with the positions and responsibilities. Some 37% of respondents answered in the affirmative, 43.7% partially agreed and 19.3% disagreed (155 respondents). This finding suggests that the system of the selection policy requires clearer criteria for selecting resources and deploying them effectively in job positions (see Table 10).

Table 10. Deployment of human resources in universities according to the capabilities of employees

	Number of respondents	percent
Yes	298	37.0
In part	352	43.7
No	155	19.3
All	805	100.0

Source: Research materials

To the question: Is the competitive method of selection for the academic position acceptable at your university? - 42.6% of respondents with academic positions answered in the affirmative, 31.4% partially agreed, and 26% answered in the negative.

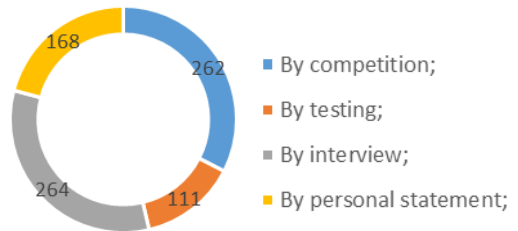


Figure 7. Human resource selection methods for specific positions

Source: Research materials

The survey of human resource selection methods for specific positions shows that 32.5% of the respondents were selected through a competitive bidding process, which included documentary analysis and interviews based on personal application. 32.8% - were selected on the basis of interviews, 168 candidates (20.9%) were selected through a personal application method, and -13.8% by testing (See Figure 7). The survey shows that the interview process is considered to be the most effective method by employers in staff selecting. Among the career advancement characteristics of human resources in higher education, professional experience takes precedence over specialization (205), research activity (154), authority and trust (139), and finally communication skills (103).

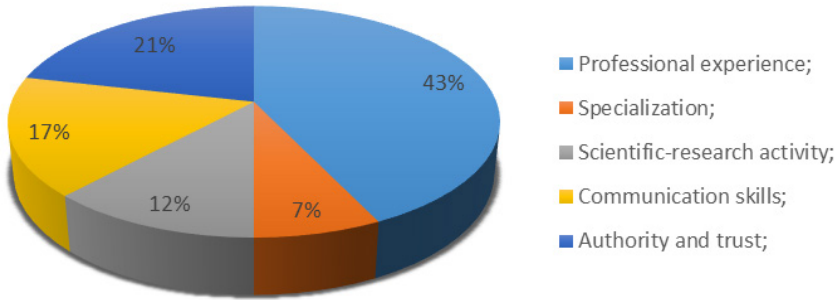


Figure 8. Characteristics of career advancement of human resources in higher education.
Source: Research materials

As far as the objective career advancement opportunities are concerned, the majority of respondents believe that there are objective opportunities for career advancement at the university (291 respondents), a third of respondents believe that there are no objective opportunities for advancement at the university, and 249 believe that similar opportunities are partially available (see Table 11). This indicates that the policy of universities in this respect should be reviewed.

Table 11. Objective opportunities for career advancement at universities

	Number of respondents	percent
Yes	291	36.1
In part	249	30.9
No	265	32.9
All	805	100.0

Source: Research materials

The results of the study on staff growth and scientific processes shows that a third of respondents choose training (32.9%) in the adaptation research, 28.3% of the respondents consider participation in scientific and practical conferences as an advantage. Some 17.3% support connection with foreign higher education institutions (see Figure 9).

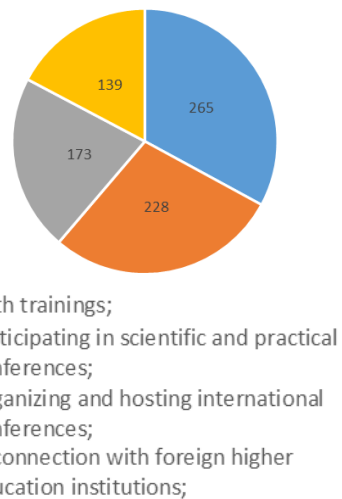


Figure 9. Forms of employee development
Source: Research materials

Thus, the study found that the number of employees in the socio-demographic structure of employees in universities is balanced in terms of gender, with a small advantage being represented by women. In terms of age, 30-50 years old is the majority of employees and in any position - be it academic, administrative or assistant administrative, all of them have at least a bachelor's degree.

In the implementation of human resource selection and support policies at universities of Georgia, employers give priority to a clear definition of the functions and responsibilities of the position.

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Employees of universities are not required to select a foreign language knowledge from specific knowledge skills. Also, the requirements for information technology knowledge have been weakened, which means that universities will find it difficult to effectively integrate into the scientific field and take competitive positions.

Methods of selecting applicants vary by universities. The selection process is simplified for the most part. The main criteria are the compliance of the individual characteristics of the contestant with the conditions of the competition. The merit criterion is important, however, in the final selection, the advantage lies in choosing a suitable candidate. There are no clear criteria in the selection system, which obscures the process and, consequently, facilitates the inefficient allocation of resources. Because the respondents had been chosen and nowadays are university employees, that is why they are satisfied with the sampling methods. It is advisable to study the opinions of those candidates who were left out of the competition.

Some Georgian universities have a strategy for the selection and development of human resources, but its control mechanisms are constantly in need of monitoring and control. It should be noted that the preparation of this type of document is required by the authorization and accreditation standards. Consequently, in the short term, universities will have their own vision reflected in the human resource selection and development strategy.

Professional experience, authority, trust and then scientific research activity were named as the main factors contributing to the career advancement of human resources. In this regard, it is advisable for universities to

review human resource management policies, as the success of the university is directly related to the effective implementation of scientific research and academic potential.

Increase of qualification and trainings, as well as participation in scientific and practical conferences are considered to be the main forms of professional development of employees in Georgian universities.

Thus, studies show that management in higher education institutions in Georgia is trying to find and hire experienced staff, equip them through modern training methods with the necessary skills, and ensure the effective and long-term functioning of the university, but the analysis of their selection requires additional research.

Discussion

Familiarity with the theoretical aspects related to the research topic, elaboration of various scientific literature or research projects, as well as planned and conducted research allowed us to make some conclusions, identify problematic issues, discuss ways to solve them and offer recommendations. In the presented study the problems of human resource selection and career policy in higher education are studied and analyzed.

Human resource is the driving force of the organization, it is one of the most important among the available resources. No matter how rich the financial resources of any organization, including a higher education institution, the role of the latter is always more important and superior.

The selection-hiring and career management of human resources should be carried out in accordance with the general strategy of the university. In addition to staffing the university system with competent academic staff, it also remains an important

task to align human resource values with the university strategy.

Staffing the team with irrelevant human resources may pose risks of losing the institution's reputation and pose serious threats to the future of the university.

The selection of human resources alone is not a sufficient factor for the successful functioning of the University. It requires constant care for human resource development and policy of their career advancement. It is also important for the University to ensure the involvement of academic staff in international research activities for their career advancement.

The main goal of human resource policy is to provide higher education institutions with staff and lecturers with relevant knowledge and experience. Also, a central place is occupied by business career management, which begins with the definition of individual interests, abilities, habits and further development.

Effective strategic management of human resources should ensure the determination of the optimal staff structure. An important factor is the age group of employees and other demographic factors, in addition, it is important to properly redistribute competencies in different working groups.

The results of the research show that despite the positive dynamics, there are some shortcomings in various levels of human resource management, namely the existence of subjective approaches during the candidate's career advancement, which prevents maintaining a highly skilled workforce.

Overall, incorrect staffing policies may lead to an outflow of competent human resources, which will jeopardize the advancement and development of the university. In order

to optimize staff selection and career management in Georgian higher education institutions, it is necessary to formulate a staff selection strategy, properly selected staff and take constant care of their development and motivation.

The results of the research confirm that, although universities operate within a single legal framework, they have different emphasis on human resource selection and career development policies. This result shows that, in the context of the discussed problem, theoretical approaches and practical policy implementation are often confused.

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