

Research document of the Alterbridge

Compliance of Higher Education Quality in Georgia with the Requirements of
Local and International Labour Market

Results of labour and consumer
market research

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Tbilisi

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Introduction

Education is a fundamental basis for development of a person and the country. Nowadays, formation of a qualitative and affordable education system is one of the major challenges for creating a versatile perspective of our country. This factor is well-analyzed in the social-economic development strategy of the Government of Georgia - "Georgia 2020" and the Government of Georgia's the four-point reforms plan. This important issue is also reflected in the unified strategy of Education and Science of Georgia for 2017-2021 and 2016-2020 Strategic Plan of the National Center for Educational Quality Enhancement.

Since 2004 up to now, notwithstanding important higher education reforms and active pending changes in our country, unified strategy of the Ministry of Education and Science explicitly says that in recent years "many challenges still remain regarding quality and equal access to education and retraining services. The link of education with the labor market is also among the challenges". [8].

The involvement of Georgian educational system in united European educational space has changed the focuses of its development. European family membership itself means that the processes in educational institutions shall be in line with the standards and requirements set by the educational system and leading universities.

The reform of the educational system requires replacement of a lecturer-oriented teaching by a student-oriented educational process, that requires a lot of irreversible procedures, in particular:

- ◆ Essential, qualitative and structural improvement of curricula;
- ◆ Altering traditional learning methodology and adjusting to new needs;
- ◆ Retraining of staff and strengthening general-transferable skills;
- ◆ Freedom of studying and research;
- ◆ Internationalization of programs

These core issues are a response to the new European challenges and sometimes even define the course of reforms itself [5]. In recent years, a number of researches have been conducted regarding

important topics in the educational system, as well as other issues around it. Ongoing changes in the educational system are studied and analyzed by various methodologies.

In order to analyze situation on educational market of Georgia, founding team of the International Teaching University of Management and Communication “ALTERBRIDGE” has acquainted with research works regarding the quality of education, access to it, the internationalization process, as well as labor market requirements, scientific works and statistical data of the recent years.

As a result, in pre-authorization preparation for elaboration of strategic development plan and action objectives of the International Teaching University of Management and Communication “ALTERBRIDGE”, as well as for creation of selected educational programs and courses, important researches have been conducted, within which the market requirements were studied, consultations were held with the field experts, employers, Educational Quality Enhancement Center representatives, benchmarking document was prepared, the educational market demand–supply current situation was studied and analyzed, the team processed practical data of organizational researches carried out from 2013 to 2017, the new qualitative and quantitative researches were conducted, within which compability of the higher education programs with market requirements, engagement of practical components in educational process, interconnection between HEI and student and interaction processes between education and the labor market were studied.

As a result of the analytical works, the Alterbridge team created a document that is the basis for defining educational programs of the Alterbridge and elaboration of strategic vision, on the one hand, and on the other hand, practical guideline for further studies to improve the quality of education and labor market interaction.

The topic of the research concerns 4 major issues:

1. Study of satisfaction with the quality of higher education;
2. Assessment of internationalization process;
3. Determining the requirements and challenges of the labor market;
4. Demand/supply analysis of the selected higher educational programs

1. Quality and access to higher education in Georgia

1.1. Research of higher education quality

The countries participating in the Bologna process have developed higher education quality assurance documents, which emphasize that the educational process should be maximally oriented towards the student. At the same time, great attention is paid to the participation of students in management process, which involves interaction of all resources of educational institutions with students for improvement of learning outcomes and educational activities. Georgia, as one of the participants of the Bologna Process since 2005, fully acknowledges this duty.

1.1.1. Involvement of students in HEI management

The following issues are listed as positive aspects in quality management process of higher educational institutions in Georgian and foreign literature on the positive results of students' involvement:

- Improvement of the teaching quality;
- Raising the reputation of a higher educational institution;
- Increasement of university recognition via students' engagement;
- Planning and implementation of correct marketing changes;
- Obtaining information from students about educational programs of the university, education quality, self-realization and employment of students, implementation of various activities.

Ensuring the above-mentioned factors is undoubtedly dependent on the studying of factors for creating motivation of students' engagement in HEI management. Studying students' motivation researches allowed us to determine how the interest and motivation of students can be increased. In this regard, it is quite informative to analyze researches on motivation of students' engagement, which clearly shows how important it is to participate in various activities and in decision-making processes regarding university issues.

The aforementioned researches indicate the following motivative factors:

- Self-presentation and personal growth
- Receiving education and deepening theoretical knowledge

- Acquiring experience with the prospect of further employment
- Improvement of educational processes at the university
- Raising education quality
- Protection of students' rights / representation of students
- Free system of electing courses
- Offering interesting projects to students.

The correlative connection was observed between the level of students' engagement and the level of satisfaction with the university. The higher the involvement is, the more satisfied the student is with the quality of education of his/her university.

Thus, the research results of students' participation in the education quality management in higher educational institution and its organizational development suggest that by using education quality management modern approaches, including the active and forethoughtful involvement of students in management process, it is possible to elaborate an effective management system of organizational development of the higher educational institution. Ultimately, it will improve learning of students and educational process and increase the level of satisfaction of students with education quality. [6]

The research says that emotional and cognitive involvement of students in the quality management process exceeds the behavioral involvement component. In order to create a relevant, modern and time corresponding environment for students' involvement in higher educational institutions, the following recommendations are important to be taken into consideration, particularly, it is essential to properly understand and implement the components of the management process. Based on the analysis of the literature examined as a result of research, it is evident that the management process of the higher educational institution should be based on proper planning, organizing, monitoring, common goals, skills, and experience of the university and students and their joint team work. In addition, it is important to consider human relationships in organizational management process, and therefore harmonious cooperation and interconnection between the university administrative and academic personnel and students for achieving common objectives that, in turn, will facilitate the growth of students' engagement in quality assurance processes. [6]

1.1.2. Research of students' satisfaction by higher education and involvement in educational process

By the funding of ERASMUS+ Ilia State University implemented the project **"Research of Students' Satisfaction with Higher Education and engagement in the educational process"**, which provides information on many important aspects of teaching and learning in Georgian universities. The research was conducted in 10 public / private higher educational institutions throughout Georgia and covered students of all three cycles. The results of the research are as follows: average assessments of different aspects (studying, research, environment, support of the administration, employment promotion) of higher education in Georgia are quite high and equals to similar index indicators of American universities. Therefore, university education quality **in general throughout the country** should be discussed carefully taking into account student survey results. The students themselves also remark that the students are not able to competently consider qualitative education that hinders objective assessment of university education in Georgia.

In general, average assessments of different aspects of university education are lower in public universities. This difference is particularly evident about component of satisfaction with the educational programs and employment support. Also, there are differences regarding the location of university and educational directions. Satisfaction is much lower in regions and in students studying art directions.

According to the results of the survey, **the less compliance of the higher education programs' content with the requirements of the market** is the most unsatisfactory for the surveyed students. **Less focus on the research component in educational process** is also problem. Nearly half of the students surveyed in public universities think that the educational program does not meet the market requirements, every fifth of the master's and doctoral students says that they have never participated in a research. Students also believe that it is important **to increase the share of the practice in educational component, increase access to exchange programs, improve foreign language teaching**. Students are less satisfied with **university life and infrastructure**. In terms of infrastructure, **the slow internet, malfunctioning of the water closets, the absence of common space for gathering of students, faulty technology** are the problems for students. Also, most of the universities **do not have a copying and printing technology, libraries are small and**

uncomfortable for studying. Students are also **considering important to increase the possibilities of engaging in sports activities.**

Students have higher expectations towards academic staff. In their opinion, the lecturer must act responsible for his job and be interested in transmitting his/her knowledge to students. **Students emphasize the importance of knowing modern methods and technologies and practical experience in the field.** The lecturer should evaluate students in a fair manner, show respect and benevolence towards students, but adhere a reasonable limits. Students also point out the importance of expression of free opinion. Respondents basically assess the lecturers positively, however they believe that the lecturer is less likely to create essential conditions for the demonstrating student's capabilities and less likely to use the interesting teaching methods corresponding to the learning objectives. The most visible difference between private and public universities was revealed in terms of the use of **modern literature.** The larger part of the university **students think that their lecturers rarely use modern literature while teaching [3].**

Satisfaction with exchange programs is high. In students' opinion, participation in exchange programs not only affects students' competences but also helps to improve the quality of teaching in the university, because students return with different expectations and make more objective and critical demands for the university. **However, according to the survey data, only a small percentage of respondents participated in exchange programs - 6%.** In the qualitative component (in discussion), students say that **incompability of number of students with available learning resources and low academic readiness of students impede improvement of the higher education quality.** The latter, in their opinion, can be explained by the low quality of general education. They consider that all the problems in higher education should be considered in a complex manner and reflected in the consistent steps of reform [3].

1.1.4. Research of attitude of adolescents toward higher education quality and internship issues in Georgia

The **2017** research report on "Attitude of Adolescents toward Higher Education Quality and Internship Issues in Georgia" establishes the findings that **were revealed regarding availability of education:**

- ♦ Nearly half of the surveyed students say that education is more or less affordable in Georgia.
- ♦ Large share of students (41%) does not consider learning at university equally affordable to adolescents and to support their own opinions they point out unequal financial opportunities.
- ♦ Four-year (40%) and one-year (46%) grant systems are both equally acceptable for a large number of students.
- ♦ Proper online library and electronic system is available to only one third of students in higher educational institutions.
- ♦ Educational handbooks are not available for 44% of students. [10]

As for the quality of higher education in state educational institutions in Georgia, the report notes, that:

- ♦ Surveyed students give 3.32 points to high-qualifiedness level of lecturers / professors from a five-point scale and 2.96 points – to the quality of education received in higher educational institution.
- ♦ 46% of students believe that the skills / knowledge received at the university partially respond to the requirements of the employment market today.
- ♦ 51% of respondents consider the quality of education does not correspond to annual tuition fees in state higher educational institutions in Georgia.
- ♦ 46% of surveyed students think that university life in higher educational institutions is not tailored to students' requirements.
- ♦ Half of the respondents state (48%) that the administration of the state higher educational institution is properly fulfilling its obligations in Georgia.
- ♦ 34% of students do not have any social benefits / services.
- ♦ Students consider responsible for infrastructural improvement the Ministry of Education (41%), Universities itself (42%) and also Central and Local Governments (40%) [10].

1.2. Research of satisfaction with quality of higher education in Georgia

Quantitative research was carried out on the basis of the PR Academy during working on Strategic Development Plan of the International Teaching University of Management and Communication ALTERBRIDGE in order to determine focuses of educational activity.

Based on the survey area, the number of students in the higher educational institutions in Tbilisi was determined as general unity - 109 290 students (according to the data of July 2017 published on the website of the Ministry of Education and Science of Georgia). Representative picking volume (data quantity) was determined by sample size method, as a result of which we have got the number of respondents – 1 057 students (n=1057 sample size representative picking volume), sampling size with $\pm 3\%$ error and confidence probability $P = 0.95$. The aforementioned selection model allows to generalize the received data regarding whole general unity $N=109\ 290$.

Within the quantitative survey the data was collected through 15-20 minutes face-to-face interviews, a structured questionnaire was used as an instrument [annex 1].

The primary selection units (clusters) were ultimately formed according to the adjacent territories of the capital. The formation of the secondary selection unit was carried out by random sampling.

The following issues were identified as the objectives of the research:

- How do students evaluate the level of quality / qualification / accessibility of higher educational institutions in Georgia?
- Does the University's infrastructure satisfy/respond to the needs of students / educational process?
- Does the qualification received at university give opportunity of employment?
- Are tuition fees in compliance with the quality of teaching in state higher educational institutions in Georgia?
- How much are innovative teaching methods used in higher educational institutions and is there any awareness / receptibility of students regarding such practice?
- What is the attitude of students towards internationalization processes?
- How do students assess the role of higher educational institution in personal development? [14]

Various aspects of higher education (such as teaching and research activities, learning environment, supporting universities, promoting employment) meet the international standards, according to average index. Hereby, it is remarkable that we should be careful with evaluating the quality of university education and its generalization across the country using the results of the student survey. Even students themselves are less able to competently discuss qualitative education.

Sector A - Information about the respondent

Students participated from seven target higher educational institutions, including one from the state university, in evaluation of students' attitudes towards higher education quality

69% of respondents are women, 31% are men. 91% of them are up to 25 years-old, 8.6% - from 26 to 44, and 0.4% - above 45. 58% of students are unemployed, 36% are employed, and 12% have family. 85% of respondents are bachelor's cycle students, 13% - master's, 2% - doctoral students.

Diagram 1. Academic cycle

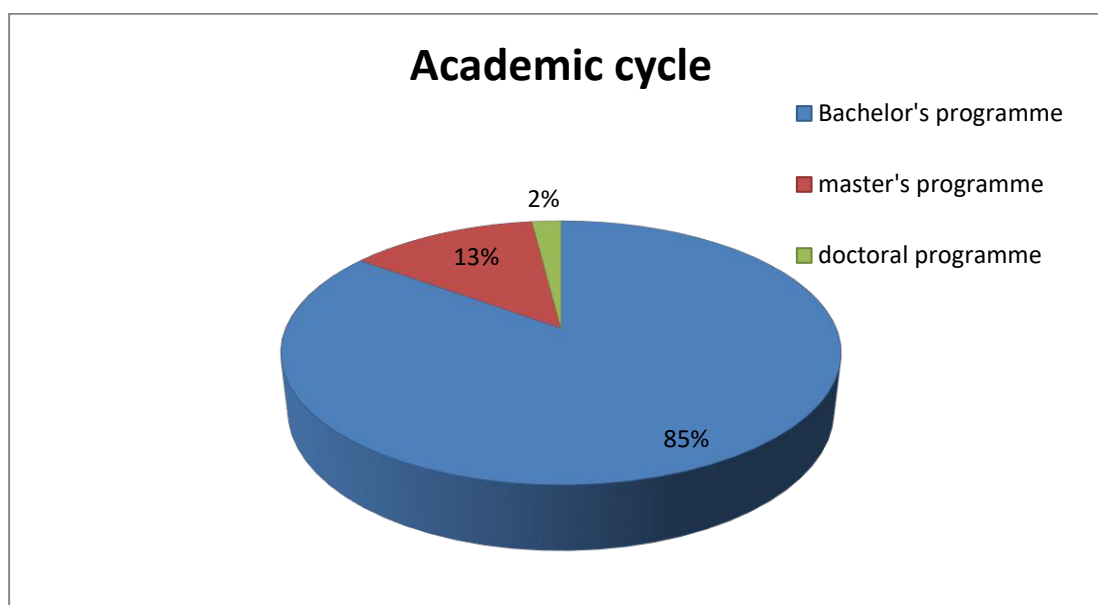
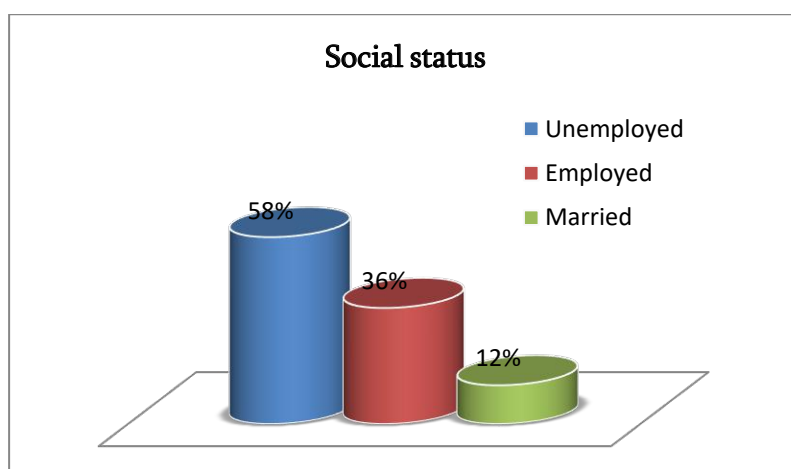


Diagram 2 - Social status



On question whether the education received in Georgia corresponds to the requirements of the local labor market, the one third of the surveyed students gave partially positive assessment, but from the correlation viewpoint, the current data does not correspond to research results of interaction between employers and employees.

As for the compliance of the received knowledge with the prospect of employment in foreign countries, 45% of respondents negatively evaluate the possibility of employment by diploma obtained in Georgia.

Diagram 3. Compliance of qualifications awarded with the market requirements

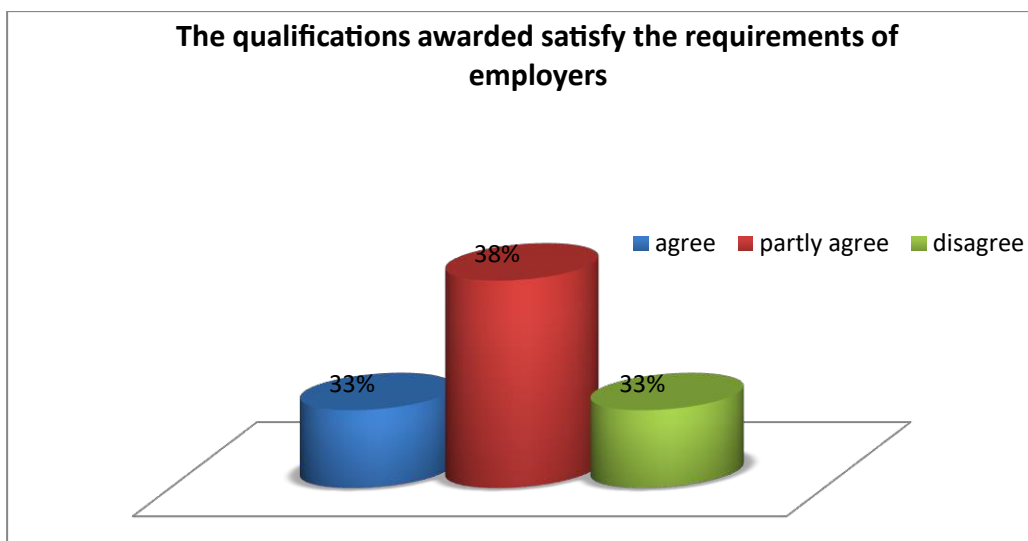
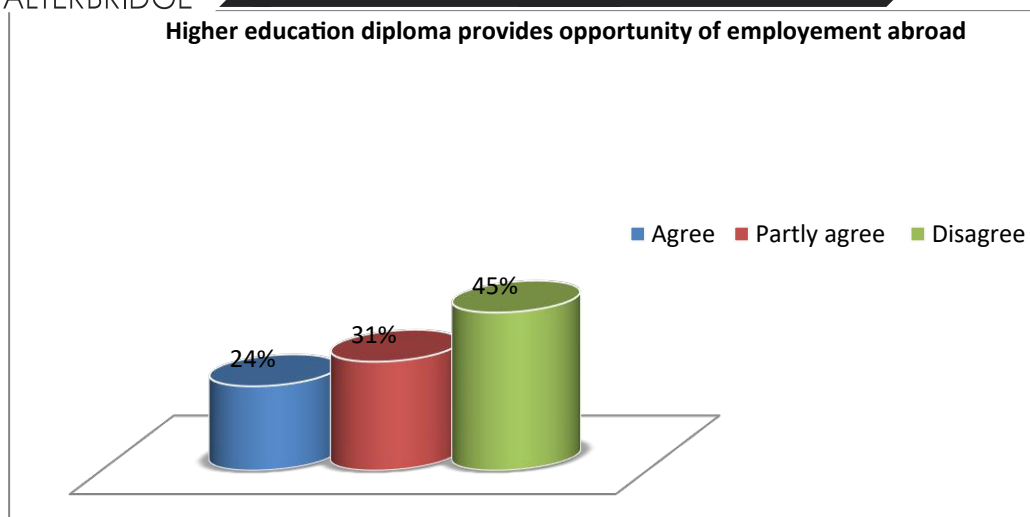


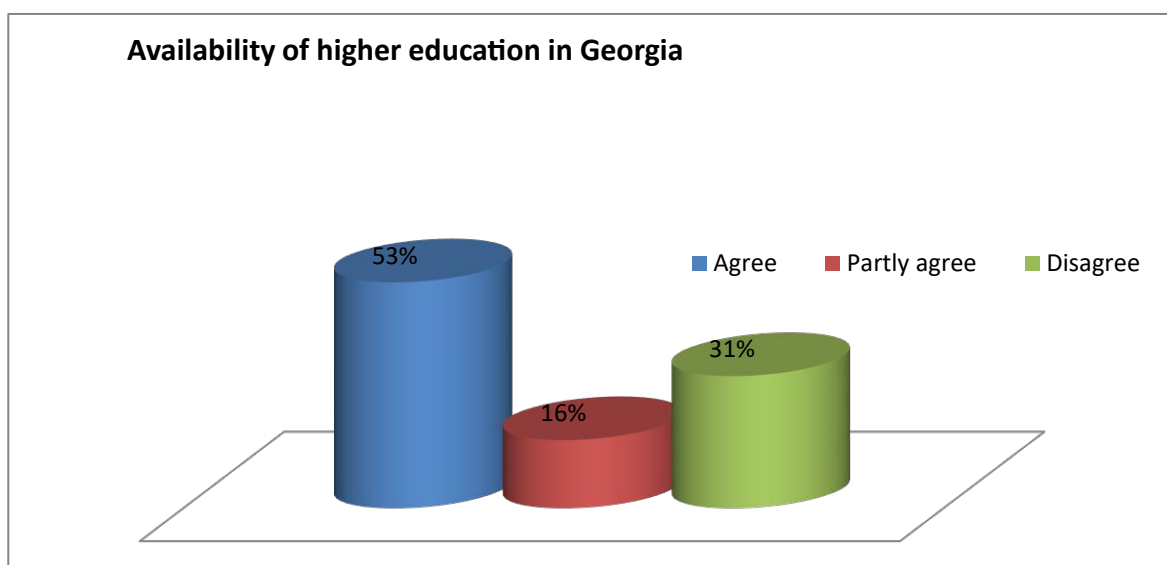
Diagram 4. Received Knowledge Relevance for Employment Abroad

Higher education diploma provides opportunity of employment abroad

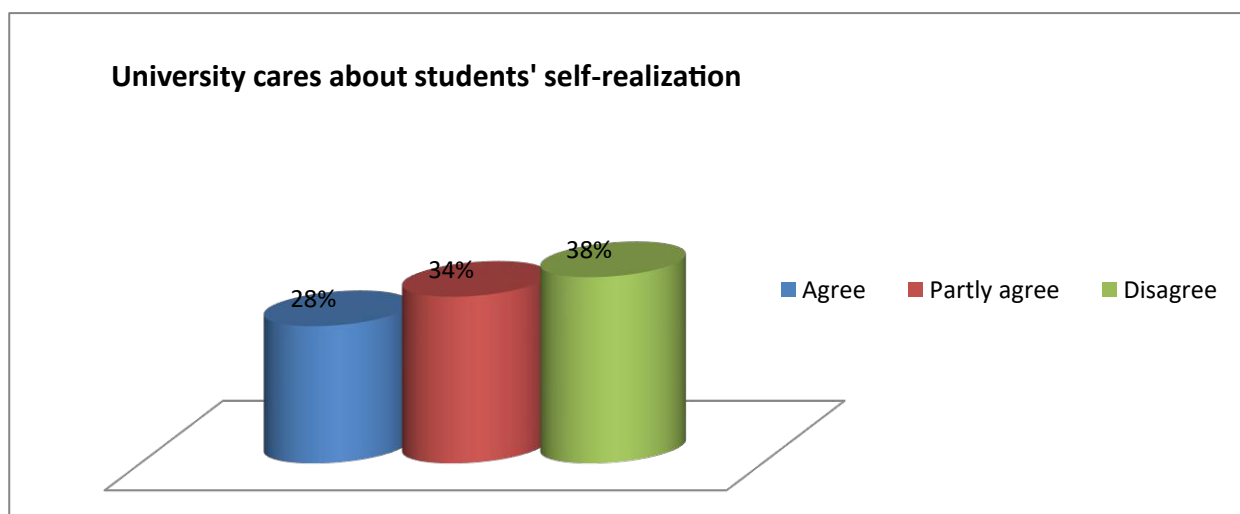


Respondents' opinion about the availability of education in higher educational institutions of Georgia is considered to be positive.

Diagram 5. Availability of higher education in Georgia

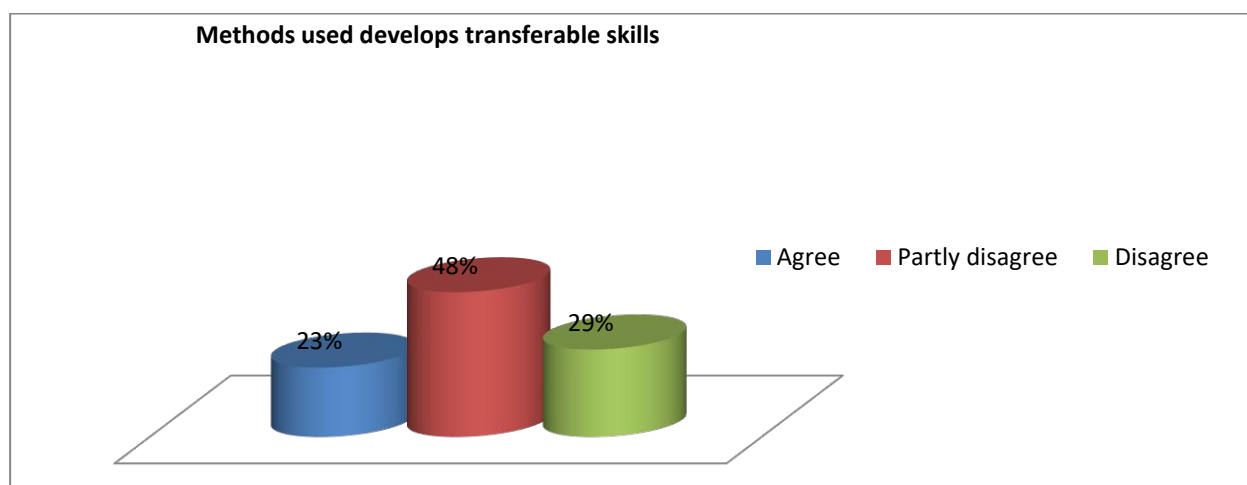


Within the survey, it was also interesting for us whether students are given the opportunity of self-realization in the teaching process. As diagram 4 shows, 38 % of surveyed considers, that university does not care about their self-realization.



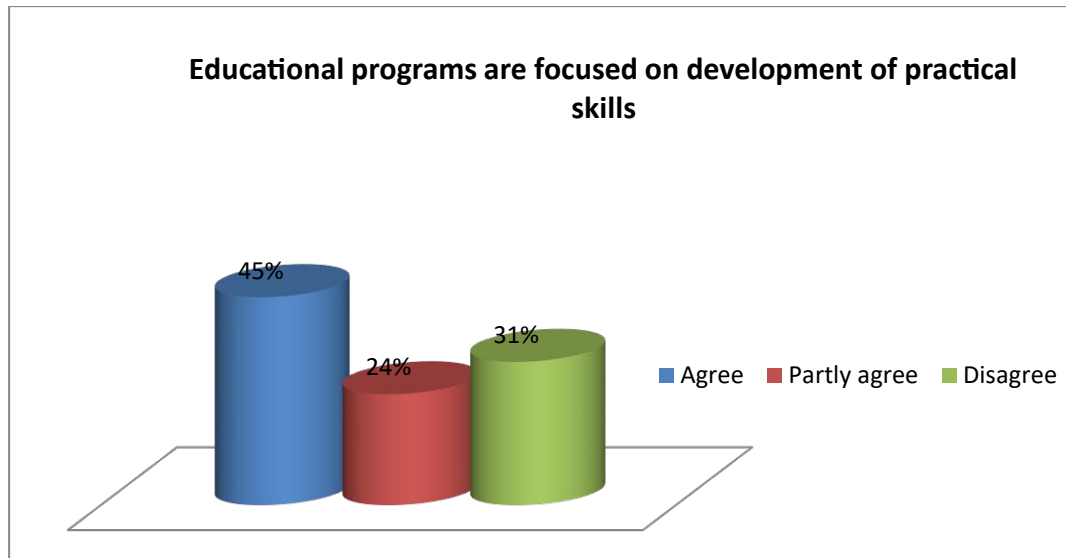
The results of the survey also showed that only 23% of respondents confirm the development of transferable skills through knowledge received at higher educational institution, and 48% partially agree (Diagram 5).

Diagram 7. development of transferable skills



Here one interesting finding was revealed about the development of practical skills by the topics of educational programs. As it turned out, almost half of the respondents think that higher educational programs are focused on developing practical skills in students. 24% of respondents did not agree with this

Diagram 7. development of practical skills



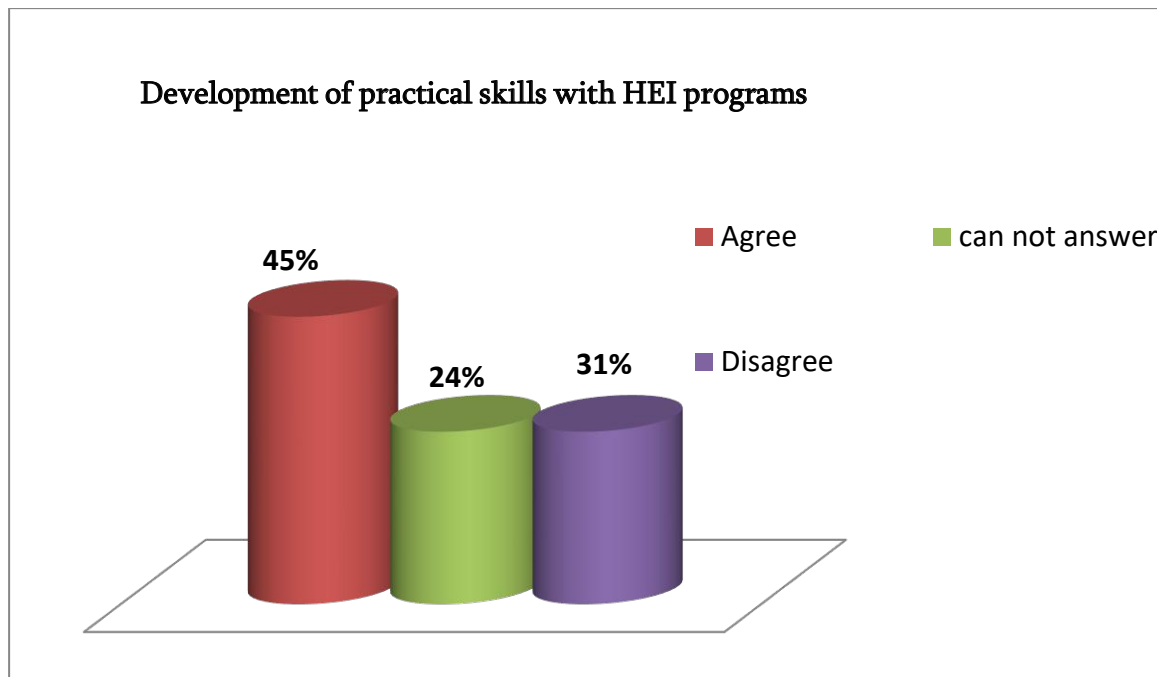
Sector C. Assessment of the situation in the HEI of Georgia

The infrastructural conditions of higher educational institutions in Georgia are negatively evaluated by 24% of students, and 46% thinks that the HEIs have designed environment tailored to student and educational process. The level of qualification of employed academic personnel was negatively evaluated by 16% of students, 24% do not have a position on this issue, and 60% believe that courses are led by highly-qualified professors and teachers. The quality of adaptation of higher educational institutions to persons with special educational needs is positively evaluated by 41%.

35% of respondents believe that students take part in the management of higher educational institution, and 26% think that students' involvement in these processes is not satisfactory.

45% of students believe that the course provides development of practical experience along with theoretical knowledge, while 31% think that this process is not oriented on the development of the skills.

Diagram 9. Development of practical skills with higher education



23% of students believe that lecturers do not use teaching methods that develop critical and creative thinking, information obtaining, problem solving and communication skills. In addition, the survey showed that 50% of students have experience of getting knowledge using the innovative methods.

The activities of the staff of the higher educational institutions' administration is positively evaluated by 46% of students and 25% express dissatisfaction. The question - whether the higher educational institution contributes to the personal development of the student - has been positively answered by 46% of students and 26% said that they do not agree with the statement.

2. Internationalization processes in Georgia

Today, Georgia's higher educational system is open not only for Georgian but also for the international community. Internationalization of higher education is given priority position in the goals of the Education and Science Strategy of Georgia for sustainable development of the country, for which there are a number of activities aimed at obtaining international experience for students, academic and administrative personnel.

In cooperation with the leading foreign universities, higher educational institutions of Georgia are

implementing joint degree bachelor's, master's and doctoral programs. The program "Learn in Georgia" was designed to promote the elaboration of programs in English, development of student-oriented infrastructure and attracting foreign students to Georgia.

Georgia is actively involved in EU program ERASMUS+. Obviously, all these activities contribute to the social mobility of students and staff and create the conditions for self-realization, but it should be noted that statistics of attracting foreign students in Georgia and student mobility from the country show that it is necessary to find additional resources and new initiatives for the internationalization of higher education, attracting foreign students and ensuring establishment of the country as the regional educational center.

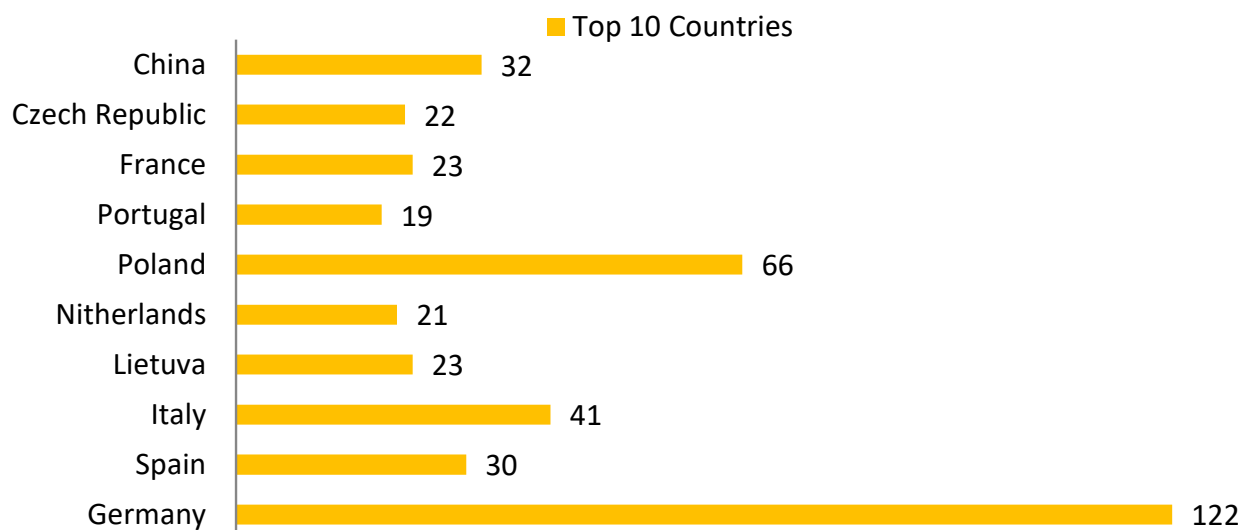
2.1. Statistical data of mobility abroad from Georgia

According to the data of the beginning of 2017-2018 academic years, 582 students went to study abroad from Georgia. The largest part of them - 122 students - continue to study in Germany, while Poland is the second place where 66 young people have been sent.

According to statistical data, students' interest in mobility from Georgia is relatively high toward European higher educational institutions than those in Asian-African countries, and the only exception is China in this regard. Overall, the absolute majority of students from Georgia give priority to European countries. [11]

Diagram 10. The number of students who went abroad to study

The number of students sent abroad according to the countries



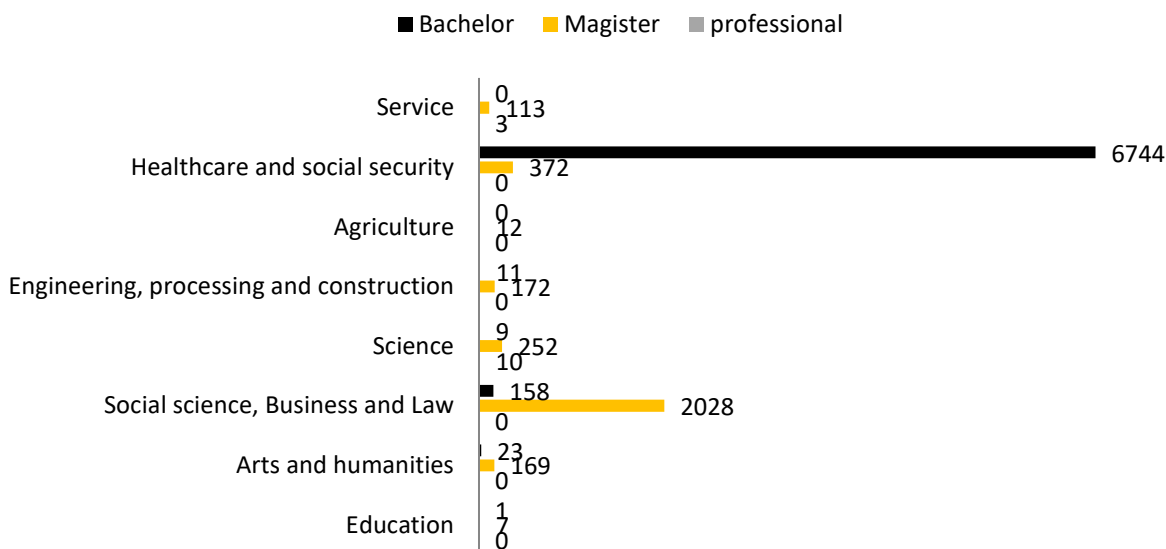
2.2. Research of quality of attractiveness of Georgia's educational market for foreign students

According to the data of the GeoStat, 10 074 foreign students were identified in the higher educational institutions of Georgia in 2017-2018, including 3115 – on bachelor's programs, 6946 – on master's programs and 13 – on vocational programs.

The greatest demand is on healthcare and social security programs, and the interest of foreign students on the Bachelor's programs is more on social sciences, business and law. [11]

Diagram 11. Number of foreign students according to programs

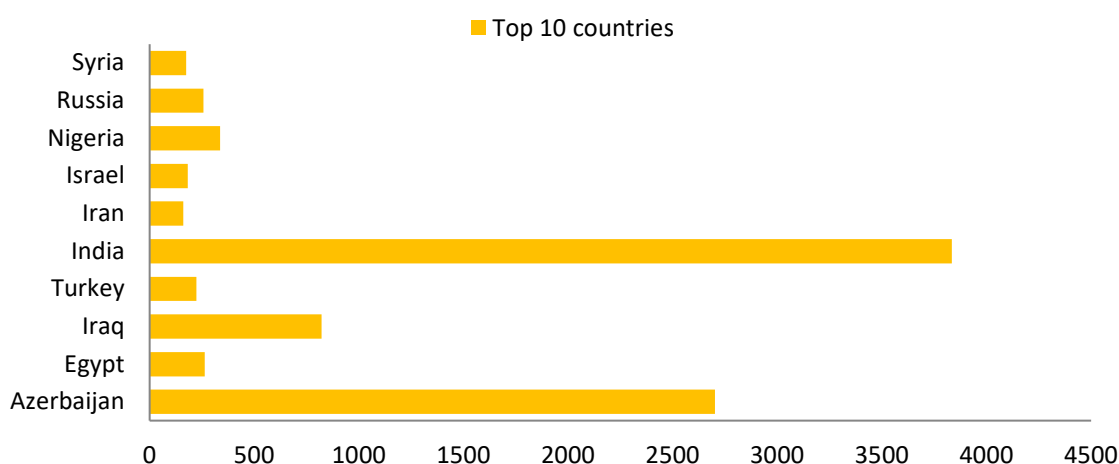
The number of foreign students in 2017-2018 according to the programs in higher education institutions



It is noteworthy that the attractiveness of the Georgian educational market at this stage is high in Asian-African countries, then in post-Soviet countries. The number of students from Europe and the US does not exceeds to 1%. [11]

Diagram 12. Number of foreign students according to countries

The number of foreign students in Georgia according to the countries

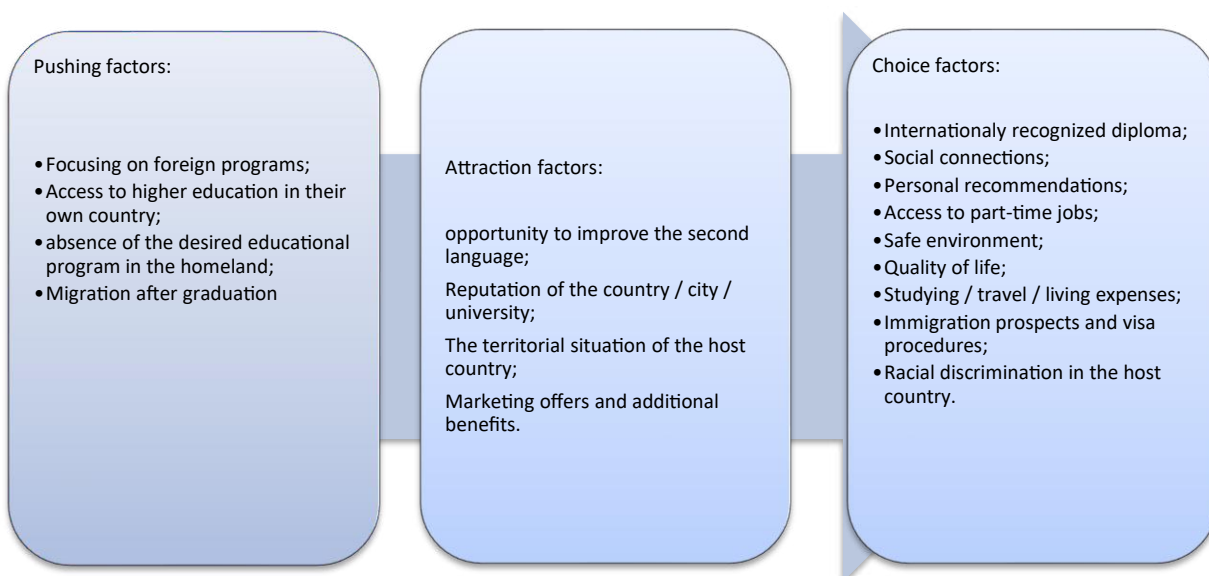


The strategy of science and education of Georgia emphasizes that one of the factors contributing to the internationalization of education in Georgia is international cooperation of Georgian educational institutions with leading American and European universities, for which it is required that all

educational institutions exercise private initiatives regarding improving terms of cooperation with these countries and raising recognition and interest about Georgian educational environment.

In 2017, the research "International Education and its Perspectives in Georgia" was conducted on the basis of PR Academy. The authors of the research studied the current situation and future perspectives of receiving education abroad and attracting foreign students in Georgia, as well as identifying the factors influencing the choice of foreign students.

The majority of students in Georgia emphasized that they first selected the country and then the university. The results of the research showed that it is important to understand why foreign students choose a specific course or program of the university. It also discusses the crucial importance of communication factors for foreign students. Considering this, universities should take into account the obtained practical information and recommendation to establish policy of seeking and attracting foreign students. Overall, the research was conducted to determine the factors affecting students' decisions. For which Georgia's attractiveness was studied in the process of social integration, according to the "pushing", "attraction" and "choice" factors.



Based on the results of the research, considerable **recommendations** were elaborated, taking into account of which will facilitate the attracting of foreign students by the universities. In particular:

- By posting updated information on the university web site, students should be provided with information on educational processes, programs and application procedures, tuition fees and scholarships, student support, employment prospects and career advancement.

- Web site should be "simple and attractive", easy to navigate. The possibility of viewing the web site in several languages and especially in English, will increase the interest of foreign students from different parts of the world.
- The website should serve to strengthen the reputation of the country. Pictures of foreign students can be aspects confirming the existence of an international educational environment.
- The research has shown that availability of scholarships is an important factor affecting foreign students' decisions in the process of choosing higher education abroad. The university should seek ways to provide students with scholarships and concessionary payment.
- Availability of graduates to online society will be an opportunity to attract more entrants and students transferring via mobility.
- The research showed that cooperation with education agencies could be an important strategy for increasing the number of foreign students. Cooperation with embassies and agencies in strategic countries is positively considered to attract foreign students [13].

2.3. PESTEL analysis

In order to study the factors of the internationalization process in Georgia the International Teaching University of Management and Communication “Altebridge” made PESTEL analysis to determine the political, economic, social, technological, environmental and legal factors that determine the attractiveness of Georgia for foreign students:

<p>P</p> <ul style="list-style-type: none"> ▪ Recognition of education as a priority by the state; ▪ Strategy of Internationalization of the Ministry of Education and Science; ▪ State support for social mobility of students and academic staff; ▪ State approach to attracting foreign students in the country; ▪ Association Agreement with EU and 	<p>E</p> <ul style="list-style-type: none"> ▪ Access to educational programs; ▪ Increased investments in the education; ▪ Education financing opportunities; ▪ Low cost of living / food; ▪ Employment opportunities for non-resident students; ▪ Access to credit products;
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<p>European Integration Policy;</p> <ul style="list-style-type: none"> International reputation of the country; 	
<p>S</p> <ul style="list-style-type: none"> Overcomable language barrier; Public consciousness; focus on security; Life style; Multicultural and multinational environment; Religious tolerance; Attitude toward ethnic groups and minorities; Social classes 	<p>T</p> <ul style="list-style-type: none"> State policy of Internetization; Developing technological infrastructure of the country; Access to integration into global information space; Informational-communicational channels Cyber security systems Practice of modern technologies in the field of service.
<p>E</p> <ul style="list-style-type: none"> Suitable stable climatic conditions; Growing trends of environment protection; Various natural resources; Availability of eco products; Natural water; Natural food; Growing tendency of eco and medical Tourism; Natural resorts; 	<p>L</p> <ul style="list-style-type: none"> Education law; Anti-discrimination law Protection of consumer rights; Employment Law Data protection; Visa regulations;

Internationalization at the university level is considered as an investment in knowledge economics, increasement of the employment opportunity for students and academic personnel at national and international levels, supporting the country's foreign policy, a strong tool for full integration of the individual in the global informational society. In addition, the process of internationalization plays an

important role in the institutional growth of the University, improving the quality of research and teaching, increasing financial stability.

In this regard, our educational environment will be attractive to local, international students or academic staff for teaching and research integration. Our relationship with the strategic partners aims to jointly improve the management processes, achieving high learning results and engagement in international research projects.

To accelerate internationalization processes through such an integrated approach, it is important to increase the share of practice in the educational component, increase access to exchange programs, improve foreign language teaching.

3 Employment Policy and Labor Market Requirements in Georgia

3.1. Employment perspectives for students and graduates

The labor market research and the determination of criteria that the higher educational institution should meet in the process of teaching and granting qualification to students, are the necessary prerequisites for human upbringing and elaboration of the educational programs corresponding to competences of modern requirements.

According to the statistics presented in report “Attitude of adolescents toward higher education quality and internship issues in Georgia” of 2017, the attitude of students toward the internship and employment perspectives is as follows:

- 58% of students find it difficult to combine their work and learning. 46% of respondents believe that absence of personal contacts in employment and nepotism on the labor market prevents them to become employed.
- 88% of students believe that higher educational institutions should help their students in employment and also provide student internship programs (75%).
- In students’ opinion, as a result of qualitative internships, first of all, they should acquire work skills (71%) and at the same time, they should have employment prospects in the same companies (55%).

- The majority of respondents think that the students should be paid for an internship during studying at higher educational institution (79%) and interns should receive 101-300 GEL monthly (62%).
- Only 9% of surveyed students believe that interns' rights are currently protected in Georgia [10]

The labor market analysis presented by the Ministry of Economy and Sustainable Development **in 2017** studies such topics as: employment and general dynamics of unemployment, labor market statistics, the private sector's role in employment rates, employment in the sectoral context, mini-research of data of private employment agency and labor force demand. The record is made regarding these issues: "The most important problem of unemployment structure is the high level of unemployment among young people". This stresses the importance of the employment perspective of students and young people in the context of the country's economic development.

The review of unemployment level at age-related context shows that in 2016 unemployment level reached the highest rate in 15-19 years age group (31.9%), which is 5.7 percent higher compared to the rate of 2015. The level of unemployment is also high in the age group of 15-24 years old young people and according to 2015-2016 data, it represents 30.8% and 30.5%, respectively. This can be explained by the fact that **adolescents in Georgia mostly get higher education and after completing their studies they face two types of problems: 1) There is no demand of their professions on labor market and / or 2) their qualifications and work experience cannot satisfy the requirements of the labor market**. Besides, frictional unemployment rate is high in this category, because young people need more time to find the desired job [9].

The report "Education proceeds, Employment Market and Labor Satisfaction in Georgia" was published in 2017, which is based on quantitative research conducted in Georgia in the summer of 2016 by the Center for Social Sciences and on statistical database of the World Bank. The following trends are outlined in the report:

- Only 33% of respondents surveyed across the country have a paid job, including self-employed individuals. The largest share of hired employees - 58% - consists of the workforce with higher education;
- Public sector is currently leading in sphere of hired employment in Georgia (75%). Most of the respondents are employed in the educational sector (23%), which is one of the low-productive sectoral structures in the country's GDP;
- Bachelor's degree increases employment opportunities almost three times compared to the school's education, the Master's degree - 5 times. However, the level of formal education (cycle) does not define if a person will become employed in a field of work having high qualification requirements or on a position that has lower qualification requirements;
- Obtaining a Master's Diploma is not a prerequisite of higher remuneration or employment with the profession, but in general, for increased employment opportunities;
- on average, every additional year of formal education increases monthly remuneration by 7%;

- Monthly taxed remuneration of the respondents with higher education is 623 GEL, in case of school education - 497 GEL and 375 GEL in case of vocational education. Despite the type of work to be performed and remuneration, employers massively demand a higher education diploma;
- In case of men, the chance of employment is 1.5 times higher than for women. Men's average (net) monthly remunerations exceeds to women's monthly remuneration by 55%. Every additional year of formal education determines an average monthly salary increasement by 9% in case of females, in case of males - with 11%;
- Georgia faces demographic aging (Tsuladze, 2013), which is directly reflected on redistribution of the workforce on the market. The majority of the employees are part of the population, which has received secondary and higher education completely in the Soviet and partially in post-Soviet period (65%). The education system is the leading sector of employment in which workforce aging is particularly visible;
- Low-productivity of labor market is caused in Georgia by so called "devaluation of knowledge" (vertical discrepancy), imbalance between types of work demanded on the modern labor market and professions which today young people are studying massively in higher educational institutions (horizontal discrepancy);
- It is deficient in the population knowledge of two skills principally important for employment and for employees' labor productivity - computer and English language. It is also considerable that improvement of these skills is going on at a very slow pace in the country. Experience of intensive work with computers almost twice increases employment opportunity;
- Deficiency of relevant knowledge and competence in work force will be particularly negatively reflected on the development of innovative sector that is represented by a small share on the traditional national labor market;
- More than half of economically active, the job seekers are 25-44 years old respondents, among whom the male respondents are prevailing;
- Most of the job seekers live in the city, but the unemployment rate will be automatically reduced if the respondents self-employed in agriculture are considered in the category of employed;
- 61% of job seekers have education higher than secondary level (vocational or higher) and belong to the workers' category having medium or high qualifications. However, most of the respondents (regardless of the level of education and past employment status) name higher education as enough level of education to find the desired job;
- The larger share of unemployed consists of respondents with higher education than the respondents with the lowest level of education. Consequently, the respondents' opinion that higher education is needed to find the desired job may be incompatible with the requirements of the national labor market, which, according to some studies, requires low-qualified workers. This again indicates the presence of disbalance in terms of demand and supply;
- 31% of unemployed respondents received higher education in the modern, Bologna system but still negatively evaluate their competences, which in some sense proves the inability of the existing educational system in Georgia to prepare higly-qualified modern, competitive personnel compatible with the market requirements who have appropriate competences and skills;
- Skills gained through non-formal education, job searching methods and types of offers that the job seekers agree to are important for employment. As it turns out, the respondents who are looking for

jobs do not manage professional development through informal education (e.g. trainings), which in turn helps to maintain the inconsistency between the requirements of the labor market and the applicant's qualification skills;

- The job seeker respondents like employed respondents more address informal methods (circle of acquaintances) to look for work, rather than formal;
- Satisfaction with salary greatly contributes to the work satisfaction for all age groups except 18-25 age category. In case of this group, the promotion prospects and the existence of the job is much more important as the prerequisite for career advancement;
- In evaluation of labor satisfaction, no statistical connection is observed between work satisfaction and real nominal salary in age group. The statistical connection is confirmed only between the subjective perception of satisfaction with salary and the employment satisfaction that is likely to mean that, in case of most respondents, the employment satisfaction is caused by the fact that they have a job and, therefore, some remuneration, even if it is not high;
- Social capital at a workplace, namely relationships with colleagues and manager, greatly contributes to employment satisfaction. Such impact of social capital on labor satisfaction can be explained by the collective orientation characteristic of Georgia, where informal relationships between employees represent an integral part of the work [2].

3.2. Organizational Problems and Challenges to Employers in Georgia

According to the information of the National Agency of Public Registry of Georgia, 280 entrepreneurial legal entities are liquidated on the basis of judicial act of completion of the insolvency proceedings and / or bankruptcy in 2014-2016. According to management economists, there are actually much more bankrupt companies in Georgia.

The main cause of bankruptcy is considered to be the management's work and the mistakes made. The bankruptcy of the company is also caused by mistakes made during operating. Leading consulting companies operating in Georgia indicate that inadequate planning, mistakes made in personnel management and communication with them, lack of strategy, or incorrect strategy and excessive optimism are the major mistakes made by managers / owners. One of the main mistakes is that businessmen can not really perceive the current situation, make no relevant and adequate assessment of the situation.

Personnel has a big role in achieving success, so the mistake made during the selection often ends with the failure of the business. Another major mistake of business management is the wrong planning and disposal of finances. Also, non-acknowledgment of mistakes made and ignorance of change management leads the company to the crisis.

In the new paradigm of the 21st century, management of staff is also considered in the company strategy, moreover, satisfied staff is one of the key guarantee of the organization's life and competitiveness.

With a thorough study of management cybernetic concepts and general principles of management, we have elaborated a general algorithm table for checking the managerial effectiveness of the organization, which examines the situation in respect to the personnel in the organization.

On the base of the PR Academy the team of the International Teaching University of Management and Communication “Alterbridge” started conducting studies in organizations operating in Georgia in 2013-2014. The research was carried out in several stages. In total, it includes issues such as the quality of management and internal organizational processes, criteria of human resource management, staff satisfaction, motivation and efficiency, role of healthy communication factors in increasement of efficiency, etc. in organizations operating in Georgia.

In 2013-2014 we selected so-called "Focus Groups" as research objects i.e. successful companies implementing various activities and profiles, in which we conducted a survey of the personnel satisfaction through the appropriate questionnaire [annex 3], for which all employees of the particular rank were interviewed and, in most cases, the entire staff.

We have worked out the organizational management assessment criteria of the company, namely:

- ♦ Low outflow of staff and stability of work position;
- ♦ Increasing financial and human resources
- ♦ Positive and effective attempts to move to modern, flexible management;
- ♦ Satisfied customer;
- ♦ Stability of company and lack of internal crisis situations;
- ♦ Company's striving for innovations, making personnel interested in retrainings and career development;

The research was conducted in 7 sectors:

1. Hospital services
2. Perfumery Store
3. Accessory Store
4. middle class clothing sector
5. Luxury clothing sector
6. Furniture sector

Overall, about 300 managers, administrators and personnel were surveyed from 64 business facilities of 18 brands. The main emphasis was made on the structural subdivisions of the organization on the work of which the good of the organization is largely dependent.

Only 32.33% of respondents expressed full satisfaction with the management, 35,64% expressed full dissatisfaction with the management, which is an alarming rate and the rest, that is 31,32% made uncertain, vague responses by the position - "more satisfied than dissatisfied" and "more dissatisfied than satisfied". According to a lot of research, it is proved that the human mind is directed towards negativite, it is worth noting that one unsatisfied client transmits his/her dissatisfaction about disadvantages of the organization to 9-12 people averagely, and satisfied – to 1-5 people, hence, we can express reasonable doubt that without the management's positive changes, the above mentioned "hesitant“ 33.03% of staff would join the rest of the unsatisfied staff.

We expressed opinion that if anything in the organization is not changed for the better, the above mentioned 31.32% will change the view and will soon become demotivated.

However, the positive can be seen as well. On the other hand, according to our recommendation, in case of positive shifts, they (31.32%) will not only "more agree than disagree" but also will "agree" and "completely agree" that similarly to questionnaire, the principles of the positive modern and flexible management are practiced in their organization. Thus, 19,40% (who do not agree than agree with the fact that their organization has the flexible management principles matching with the questionnaire) will move to " more agree than disagree" by thinking and so on.

The average coefficient of the overall assessment is 2,84. That means management from 0 to 5 scales in this organization is evaluated by 2,84 points by branch and facility managers, that is the result worthy of attention. The result below 3.5 reveales alarm signals in the organization because to say it mildly, the staff is not “quite” satisfied.

This questionnaire has been prepared according to 14 principles of Henri Fayol [Annex 3]. Henry Fayol belongs to the first trio of the classical management (Taylor, Fayol, Weber) mentioned above, whose recommendations, principles are already out of date in respect to modern management

The conducted researches have revealed the following negative symptoms:

- ◆ Absence of proper remuneration
- ◆ No one cares about the mental development of the personnel

- ♦ The share of individual decisions is high and the personnel are only obliged to fulfill mandated task, which negatively affects their mental development
- ♦ No encouragement of initiatives, moreover, the initiative is perceived as a bad practice
- ♦ The organization is managed by hard management and many bureaucratic barriers are created
- ♦ There are no proper systems of incentives or motivation
- ♦ No one cares about career progression
- ♦ so-called distant authority is used
- ♦ there is an outdated inventory in organizations.

In 2015-16, Alterbridge's team conducted a new research in the organizations operating in Georgia to study the current situation and compare it with the results of the 2013-2014 research. Again, the goal of the research was to determine the quality of management in the organizations operating on the Georgian market.

The questionnaire was used as a survey tool, where a few changes were made [annex 3].

At the given stage of the survey, successful organization of 3 different profiles were selected from the following sectors:

1. Importer of construction materials and equipment;
2. Travel and Cargo Transportation Company
3. Importer of perfumery with network of branches.

For the purpose of the maximum objectivity of the research, for the freeing the employees from pressure and protection of anonymity, meeting management and low-level staff was avoided during the survey process. No part of the employees of the company was chosen for representative selection for the interview purpose. The survey was conducted with absolute majority of management and personnel of the surveyed organizations, excluding minor exceptions. The openness of human resources has been observed regarding research matters.

As expected, views of the management and personnel did not coincide with each other regarding management principles and approaches; Consequently, as a result of the survey we received divergent results from managerial staff and the personnel that we analyzed separately in order to be fully clarify the real situation in the management of the companies and the attitude of the employees towards it.

The following remained as company's success assessment criteria in this time:

- Low outflow of staff and stability of work position;
- Increasing financial and human resources

- ♦ desire to move to modern, flexible management and appropriate measures;
- ♦ Satisfied customers and continuous operation of branches;
- ♦ General stability of organization without internal crises;
- ♦ striving for innovations, internal retrainings, promoting personal and career development of the personnel;

The review of quantitative and qualitative indicators of research conducted in three different profile organizations, independent from each other and operating in a different segment, as well as behavior and remarks/complaints of the respondents showed that nowadays not only modern, flexible management principle are not strengthened, but also the fundamental principles of classical management are even violated [annex 3].

It is evident that the following problems and violations / deviations from modern, flexible management principles and approaches are noticeable and sensitive in organizations:

- ♦ Decisions are made solely or made by a narrow circle of people
- ♦ Pressure, the threat of punishment is high
- ♦ Remuneration structure is not proper
- ♦ The motivation scheme is not sorted
- ♦ Staff do not/cannot express the initiative because they think about unwanted results for them
- ♦ There is no team work and joint, corporate spirit.
- ♦ There is a strict hierarchical structure, one on top of it can affect a large part of staff.
- ♦ Personal interests of the personnel are subject to the interests of the organization and the employee has the feeling that the organization does not know him/her.
- ♦ An abundance of unqualified people is observed in the organizations. In some cases the level of general skills and education is low. This is the motivator of strict control instead of managers' willingness to raise their skills.
- ♦ There are groups of people in the organization and not a single team.
- ♦ The personnel obey the head only because of obligation
- ♦ There is no visible desire / aspiration to change the existing system. The focus is mainly on remuneration.

This was a list of the major problems affecting the organizations, remain their hard and outdated management style and impeding moving to a modern, more efficient and flexible style of management.

There are three, indivisible ways / solutions to solve these problems:

1. The existing managers should develop and acquire knowledge and skills appropriate to modern management principles.

2. First of all, improvement and implementation of classical principles of the management should take a place step by step, and then moving to the modern, flexible management style more painlessly and comfortably.

3. staff education and their mental development should be promoted in order to they become able to see the problems themselves, perceive them and understand ways to overcome them.

In 2017, Alterbridge's team continued to study the quality of management in Georgian organizations through researching motivation systems.

Successful company's criteria have undergone minor changes and look as follows:

- ♦ Low outflow of staff and stability of work position;
- ♦ Increasing financial and human resources
- ♦ Positive and effective attempts to move to modern, flexible management;
- ♦ Satisfied customers and continuous operation of branches;
- ♦ stability of the company and lack of internal crisis situations;
- ♦ Company's striving for innovations, making personnel interested in retrainings and career development;

The research was conducted in 4 sectors:

1. Financial sector
2. Import and Services of automobiles
3. Advertising services
4. Infrastructure construction / service

The main emphasis has been made on the structural subdivision of the organizations on work of which wealth in organization is largely dependent, and which most of all feels the good and the bad of the management on its own "shoulders".

Instead of a random selection, Alterbridge's team has chosen the leading, positioning companies that are operating on the Georgian market, as one of the most preferred and best employers in Georgia. According to them, these organizations constantly seek innovation and development, and offer the best work environment to purposeful and motivated professionals. The positioning of the companies indicates that their employees are a strategic asset for them and they constantly and continuously care about their growth and development through various internal and external training courses, as well as qualification training, and that the teamwork skill deserves a special assessment in the companies.

According to organization, they constantly care about the the increasement of staff's motivation and work satisfaction considering their interests.

The research revealed that managers look more positively to the situation in the companies and think that the modern system of motivation works in their organizations. However, employees do not fully agree with them.

The organization operating in the **financial sector** says that the company is leader on market and it is one of the most preferred and the best employers. It is constantly striving for innovation and development, offering the best working environment for purposeful and motivated professionals. It believes that employees are its main asset and cares about their growth and development through various internal and external training courses and qualification training. The teamwork skill deserves a special assessment in the company. The company constantly cares about increasement of staff's motivation and work satisfaction considering their interests. In the mentioned company we interviewed the staff of the front office and managers on whose work and satisfaction depends the entire company's success. The survey revealed that the company fragmentely uses some elements of modern motivation factors in respect to the both, personnel and managers, but still the system is not perfect. It should be taken into consideration that the staff is more likely to agree - the manager plans, the employee performs (question 20), which directly means that **classical motivation factors are actively used in the company**. Unless effective measures are taken for the introduction of modern motivation system in the company, the level of demotivation can be increased among employees, that will be negatively impacted on the entire company's results and development.

The organization operating **in the field of import and service of vehicles**, has the following position - "The aims can only be achieved by qualified and motivated employees. We are trying to create an environment in which each one will have a sense of stability and all conditions for maximal realization of their capabilities". According to the results of the survey, the company has introduced a modern motivation system, but there is still a lot of to be done. There are a number of issues about which views of the manager and staff do not coincide with each other, in particular, the manager thinks that everything is ideal in the company while the level of satisfaction of the staff is medium in the matters of remuneration, qualification raising and appreciation.

The survey of employees of the organization operating **in infrastructure construction / service field** showed that the company still uses the classic motivation system. Employees have the desire to feel appreciated, but they still continue to work in the company, which can be caused by the economic situation of the country and the level of employment.

Employees of the company operating in **advertising business** are working as team members and making decisions jointly. The company has a modern motivation system. Only absence of qualification raising trainings causes dissatisfaction.

In order to find out the situation in the country regarding staff motivation, we have grouped the questions in three categories:

1. How do employees assess motivation system in the company?
2. How much would the personnel like to the methods of modern motivation be used?
3. Are the methods of classic motivation used in the company?
4. What's the most important, we have compared opinions of the management and the staff with each other about motivations in the company

Let's see what the results are actually:

The research revealed that managers look more positively to the situation in the companies and consider that the modern system of motivation works in their organizations. However, employees do not fully agree with them.

Answers to the questions about the motivation methods used were distributed as follows:

Diagram #13

Existing Methods of Motivation



Within the scope of the survey, responses of staff and managers reveal that the process of introduction of the modern motivation system has begun in organizations, but its methods are not fully utilized. Particular dissatisfaction of employees is caused by issues related to remuneration and raising qualification. Besides, most of the surveyed employees have the need to work in the environment where the methods of contemporary motivation are used, where they feel themselves appreciated, recognized, making decisions independently, reveal creativity. This is confirmed by the following chart:

Diagram #14

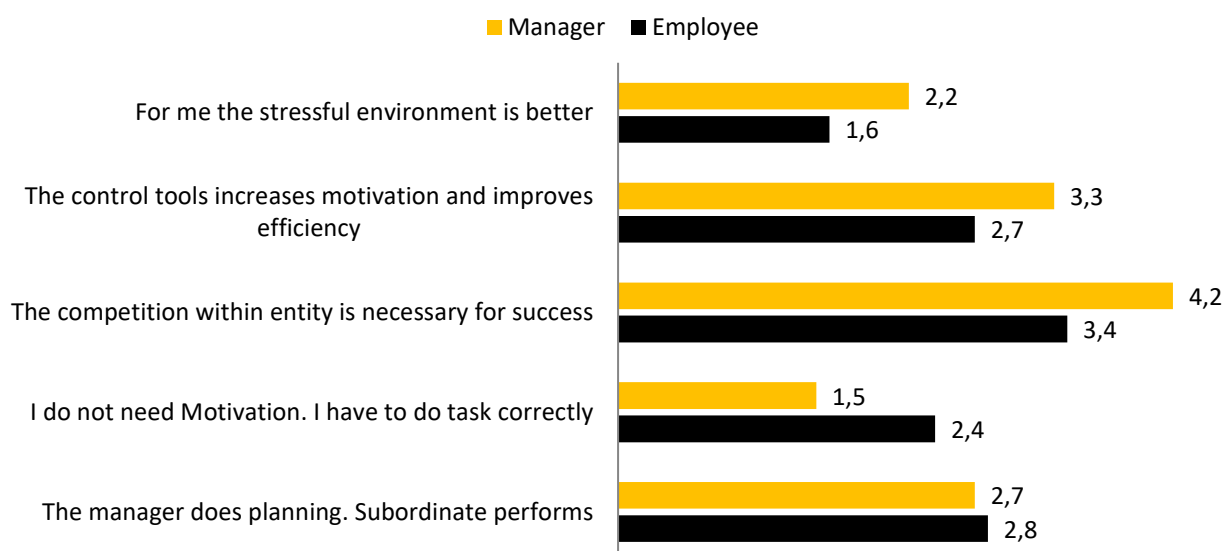
Motivating Factors



However, despite the willingness of the staff, most of the Georgian organizations not only have not introduced flexible management principles, but also the principles of classical management are violated, that negatively affects on the productivity of the employees and the development of the organization in general.

Diagram #15

Classic features of the system of motivation



Especially worrying is the tendency that staff as well as managers think that the existence of internal competition is necessary to achieve success. It should also be taken into consideration that the control mechanisms increase the motivation of interviewed personnel, that also negatively affects

the development of the company. The factor of any decentralization is the mood of the employee at the lower level. Finally, it was desirable to have lower than 1,5 in all questions in the final insuring-checking chart, but the results are the same.

In another research conducted at the end of 2017, emphasis has been made on three questions, even though questions are presented in positive context, no developing, strong, intellectual employee desiring democracy will not give a high evaluation. Consequently, the fact that the questions from the 5-point scales have been given 3,9 averagely can be considered to be quite alarming. In particular:

1. I work better when there is a stressing situation
2. The performance of the employee increases when internal competition is high in the organization
3. Control mechanisms increase the motivation and productivity of the employee
4. Manager plans, the employee performs

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Thus, in the last 5-7 years on basis of staff satisfaction and general management studies conducted in the various organizations, we can conclude that an attempt to introduce modern motivation system in some organizations is observed in Georgia, but although, before introduction of modern management many reforms should be carried out, because so far the classic methods of motivation is strongly rooted. As a result of the research we have shown major complaints of staff working in Georgian organizations.

Dissatisfaction in Georgia:

- ◆ Work volume, work experience and remuneration are inappropriate.
- ◆ Enough attention is not paid to the raising of qualification of staff
- ◆ Qualified employee is not appreciated, which leads to outflow of not small degree.
- ◆ Communication between employees and managers is incomplete and incorrect, there is no feedbacks.

- ◆ Employees have no clear knowledge of the company's mission, goals and strategies.
- ◆ Managers do not have the same approach towards employees. Some employees are distinguished from others.

- Employees do not have freedom while decision-making.

Negative symptoms identified as a result of research conducted:

- Quantity of individual decisions are high;
- team work and corporate spirit is not observed, responsibilities are individual;
- The main objective of the personnel is to accurately perform the tasks given by the superior one without thinking of the damage or benefit to a certain society on which his organization is responsible;
- The probability and cases of misappropriation of the success achieved by personnel is high;
- There is a strict hierarchical structure in organizations;
- The probability and cases of misappropriation of the success achieved by personnel is high;
- There is a lack of skilled and professional human resource in the majority of organizations and this fact is not the basis for raising professional qualifications for the managers' viewpoint, but this creates desire to "brandish whip" to them.
- Employees obey to the head because it is their obligation;

One more fact is noteworthy, which concerns complaints revealed as a result of research and comment analysis. They are almost identical personnel's complaints revealed as a result of researches carried out in 2013-14, 2015-16 and 2017. And the discontent of the personnel revealed in the research conducted in 2017. In this regard, to lightly say, we have a slight improvement in this regard.

3.3. Staff motivation and human resource management problems in Georgia

One of the main functions of the manager is to have the personnel constantly motivated. Often, it is forgotten the fact that the main asset is the people who create the value and the organization earns profit as a result of their work. It should be remembered that even once the senior management staff were

ordinary employees and abovementioned approaches were important to them too, and if they did not have motivation, they would not be promoted to new position.

What is more effective for the motivation for one part of people, the second part of them may consider it quite insignificant. For example, for one the status of the best employee is enough, while it may not be important for the other. In order motivation to be effective, no matter how easy it may sound, we need to have the willingness to create motivation for the staff. On the other hand, the motivation of staff is the result of encouraging each individual and unity, such as:

- ✓ no matter how grandiloquently we are talking, salary and bonus are an essential part of motivation for staff.
- ✓ Qualification and work that gives pleasure, because if a person does not like his job, it will be reflected on his/her motivation.
- ✓ Career advancement, because if a person does not see the possibility of promoting in current organization, s/he will always want to find another job.
- ✓ Praising and reprimanding, we should praise staff publicly, and reprimand in person.
- ✓ Transparency. Personnel should always know what organization is doing, what is the mission of the organization, what are its goals, objectives and the strategy of execution, which will enable to see the connection between his/her activities and the organization.
- ✓ Working environment. What conditions do people have to work in?
- ✓ Friendly atmosphere. It affects the motivation of staff and ultimately, the productivity of labor.
- ✓ Social Security. Medical insurance, gifts for holidays, etc.

Motivation is the management of the internal and external stimulus of the personnel in an organization that should be linked to effective labor and increasement of labor productivity, which, first of all, contributes to the competitiveness and profitability of this organization.

Overall, motivation - this is a combination of matters that provide an effective development of personality. Effective and at the same time, positive motivation is transformed into efficient work in the organization, that in turn creates success of the organization. However. correctly formulated and delivered remarks can, on the contrary, become more motivating on a way toward success. Clearly, it is of great importance that the manager to choose the right strategy to achieve a higher level of staff's motivation. It is a sad fact that most of the managers look at motivation quite superficially and in case they do not study the issue deeply, the organization may face the following problems:

- ✓ Activity can be reduced if the results of his/her work are not properly appreciated;

✓ If the subsequent improvement of labor productivity and quality will no longer be reflected in his/her remuneration;

✓ Reduced if the staff considers the existing motivation system to be unfair;

✓ if the motivation system does not include individual peculiarities of the person such as: knowledge, experience, age, service record, labor quality, status and other.

Personnel should be interested in analyzing their own mistakes because s/he should know that his/her personal development can be achieved by overcoming mistakes made in the work process and s/he knows in advance that mistakes made will prevent his/her material well-being and career advancement. Hence, s/he will try to study the mistakes made by him/her and reduce them to a minimum. It is necessary the manager to evaluate the work of the personnel objectively and provide information in such a way as not to create possibility of different conclusions.

Despite the fact that organizations have introduced the personnel assessment system, in some cases, this is more formalized, rather than appropriate system, also in a number of organizations there are surveys to be filled by the employees implying such questions that clearly demonstrate the personnel's dependence on motivation system. However, of course, the existence of the system is not enough, drawing the conclusions and analysis is the necessary factor, which is a formal nature in some cases.

There are three types of HR specialists in international practice. Namely:

- Personnel manager who takes care of the employees - this person tries to improve the labor conditions. In general, his/her position status is quite low, s/he is considered as a specialist in the field of labor psychology and sociology and helps the particular managers.

- Personnel Manager as a specialist of employment and collective agreements - His/her main function is to regulate labor relations, mainly, s/he is a specialist having legal education.

- Personnel manager as an architect of organization's staff potential – s/he plays an important role in the organization, planning and realization of strategy. His/her purpose is to ensure organizational and professional matchingness of institution's staff potential. S/he belongs to the highest management and has an education in human resource management.

It was quite difficult to involve organizations in the survey, their main argument was that some kind of researches were conducted according to their needs and they did not see point in conducting any additional research.

It should be noted that the research was initially planned according to the "three levels" principle in which should participate:

1. The management of the organization.

2. HR managers.
3. Serving staff.

By the above-mentioned three-level research, we wanted to get a brighter picture of the compliance between personnel management and the organization's success overall. However, the managers of the organization refused to participate in the survey,

Thus, the survey was carried out only by participation of HR managers and staff members. It is important to note that after conducting the survey none of the organizations expressed opinion to get acquainted with the survey results. Unfortunately, the reason for this is unknown. Probably, it is caused either by the assumption that they have information about what actually happens in their organization or in the second case and in our opinion more difficult case, they do not care what the personnel think. We believe that it will have a negative impact on the work effectiveness of the organization in the future.

The main demand of organizations that agreed to participate in the survey, was to protect their confidentiality before receiving the confirmation, that we protected, of course.

Based on the results of the survey, we received quite contradictory, mirrored results

3.3.1. The results of survey of human resource managers:

Most part of the respondents think that s/he fulfills the most of given functions, i.e, involved in the recruitment, dismissal, rotation and development processes of the employee, and also performs administrative functions in terms of concluding agreements and monitoring terms and also is actively engaged in establishing a human resource strategy and team formation-gathering process. A small number of respondents are engaged only in recruiting and dismissing the employees and related activities. S/he is limited to the caring on the employees. According to the survey results, the majority of human resources managers are the manager as an architect of organization's staff policy. Such manager plays an important role in planning and realizing the organization strategy. His/her mission is to ensure organizational and professional matchingness and interconnection of staff policy; S/he is included in the highest management and has education in a new field of management, such as human resources management. This can be seen in the respondents' list of functions and attitude of the management towards them. The major part of the respondents is involved in both, recruiting, as well as administrative activities, and most importantly, development of staff, writting strategies and other important activities that make significant contributions to the organization's development and successful functioning.

According to the research, human resource managers consider their job as mediumly stressing. Their future plans are mostly related to professional development rather than radical changes, such as the change of workplace / employer. They believe that they have a very important role in the existence / development of the organization and the management takes into account their opinion on personnel changes in the most cases. However, it is noteworthy that sometimes the major part of human resources managers has to perform a work that is not include tin their working instructions and the list of the rights and obligations.

The research has shown that the amount of functions and duties of human resources managers and their role in the organization is directly related to the experience.

In general, respondents, who have experience of less than 3 years, are partly involved in human resources management and are limited to certain functions such as recruitment, administration and training sphere. And managers, who fully perform all the common work typical in the field of human resource management and hold high managerial position, have experience of at least 3 years.

According to the research, correlation have not been established between salary increasement and experience increasement. However, the following was shown: in the context of remuneration, the highest paid respondents are engaged with the establishment of the strategy in the organization and caring about the development of the employees and their average salary is 3500 GEL. Managers who carry out most of the functions listed in the research receive 2277.5 GEL averagely, and the remuneration of the managers engaged in only the recruitment and / or administrative activities activities is equal to 1967 GEL averagely.

The survey of HR Managers revealed that in their opinion, their role in the organization is high, they are involved in solving the strategic issues of the company, and they consider themselves as "the architect of organizational personnel potential".

However, on the question whether their current work is what they should do, 70% says – no, 14% is not sure, thus, either those managers consider their daily activities by the status of human resources architect to be unacceptable, or they just want to change their activities, that, in our view, is quite negative sign.

It is also considerable the answer on question – what they would like to change. 8% of respondents would change the job and 20% would change the employer. The question is if they consider their role in the organization as the organization's staff policy architect and their opinions and engagement are executed at the level of management, why they wish to change the employer? It is possible to assume that either managers were not honest while filling the questionnaire or they are not interested in the

current profession, that also will be negatively reflected on the future development and success of the organization.

3.3.2. Survey results of the employees working on the different positions in the company from the point of HR managers assessment:

The majority of respondents can be characterized with nihilism and hopelessness, and the study has shown that trainings are conducted but not enough or conducted training is not effective, the motivation system is not satisfactory for the employees, or maybe vague and the employees do not exactly know how to get maximum motivation on the work they perform.

The fact that the majority part of the employees perceive meeting with the HR managers to be quite formal, that ultimately, is quite dangerous for the future development of the company. The survey clearly shows that a substantial number of employees are ready to provide their views to the management of the company and most importantly, receive feedback regarding issues raised by them.

30% of the staff believes that their role in the company is not important and 60% find it difficult to answer which could mean low self-esteem of staff.

Whether the career progression in the company is fair, 5% thinks it is not, and 47% think that it is more or less fair.

18% are not satisfied with the motivation system, and 43% are less satisfied.

As for the meetings, 46% think that it is more formal.

The question - where they imagine themselves in 5 years – 42% answered that in another organization and 43% find it difficult to answer.

According to survey results we can conclude that there are "two poles" in organizations, but there is no effective information continuity process. That ultimately negatively affects the organization. Possibly, this is caused by the absence of communication between HR managers and personnel, which will be reflected in the long-term success perspective of the organization. Perhaps we can assume that there is no focus on the importance of the issue in the management of organizations at this stage.

If we look at the abovementioned two-stage research, we will see that HR managers and ordinary personnel have mismatched views regarding the organization, as well as their role and motivation. Even though the organization's management has refused to participate in the survey, absence of their interest in this can lead us to the conclusion, that the management of the organization lives only for today, are quite confident in themselves, as well as in the success of the organization, that we think is a defensive view.

According to the results obtained with surveying the organizations, we can say that it is highly problematic and there is no feedback between the staff and managers. According to the staff survey, the human resource management department's role as "the architect of staff potential of the organization" is absent, however, persons working in this department think they are exactly this type of managers.

Conducting survey itself was quite problematic and the organizations that agreed to participate in the survey named the main precondition for this to remain their identities anonymous and at the same time we can say that they have not expressed any interest in the results of the research. We think this fact is also problematic, because if the organization is not interested what is happening in its business and what its staff think, we consider that by this they state that the issue is not a priority for them.

The managers of the organization consider that the personnel should be loyal, even due to the fact that s/he is employed in the organization and s/he becomes loyal from the moment of signing the contract. However, of course it is not right. It is especially noteworthy that the full and comprehensive loyalty is not obtained only by the fact that a person is employed in a certain area and certainly not loyal employee is not effective in a long-term perspective for business, that is also directly related to the success of the organization.

Personnel management can be characterized as a science and art. There are managers who achieve that the staff not only joyfully goes at work but they are also ready to work overtime, even on holidays. This approach is not established without effort itself. It is the outcome of the planned work that is aimed at creating and strengthening the team collective. And mistakes are made during managing by the managers whose employees look at their work as obligations to be employed and accept their salaries.

Personnel's inertial attitude which means the managers' position, such as "there is no irreplaceable employee and it is easy to find such person on the market," the new staff in the organization remains face to face with such approach of the company and, in most cases, they rapidly leave the organization, which means a large outflow of the staff, that is also straightforward related to the increment of expenses.

Minimum opportunities of promotion on new position when personnel have no chance to achieve career advancement during the next 5-10 years, also negatively impacts on staff motivation.

The mistakes made during the selection of personnel are likely to be reflected later on outflow because incorrectly chosen staff who finds that "his/her place is not in the organization" leaves it.

Disasterous employment / recruitment of staff when qualification requirements are not specified in the vacant position statement, this also promotes the outflow of staff, because people do not understand what they are required to do in the organization.

Absence of uniform selection strategy - if the personnel are selected with the chaotic requirements, they are often changed according to the request and desires of organization's manager.

- Excessive or reduced requirements toward personnel.
- incorrectly or superficially established strategy, assignments.
- Violation of subordination.
- Not enough personnel assessment, appraising, and appreciation.
- Negative attitude towards staff.

In such cases, the staff may soon feel disappointment and leave the organization.

Of course, management of the organization is not simple but good and healthy relationships with the personnel can help the organization to work effectively. Any organization that cares about personnel, creates the labor conditions for comfortable environment, deepens their potential and corporate ethics, will always be on lucrative position because the staff will always appreciate such an organization.

3.3.3. Research of the possibility of career and personal self-realization using the innovative teaching methods in informal education on the example of graduates of the PR Academy.

For the purpose of researching the results of creating self-realization perspective for person and results of informal education in the career / personal development, particularly, transformational education methods used in the educational activity practice of PR Academy, we conducted survey of the PR Academy graduates in 2018-2019. The questionnaire was drawn up that was spread electronically between graduates of the PR Academy. Its purpose was to determine the result rate of effectiveness of the methods that were taken into consideration in the process of elaboration training programs and teaching techniques.

The results of the survey showed that 93% of the PR Academy graduates achieved substantial changes in career development during learning process and / or in the short term after graduation and the personal self-realization rate become 96%.

Diagram 16. Changes in professional development

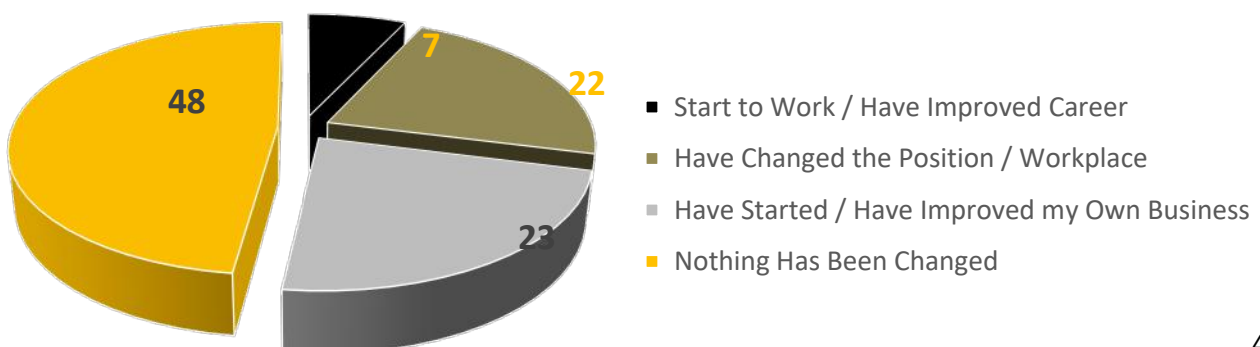
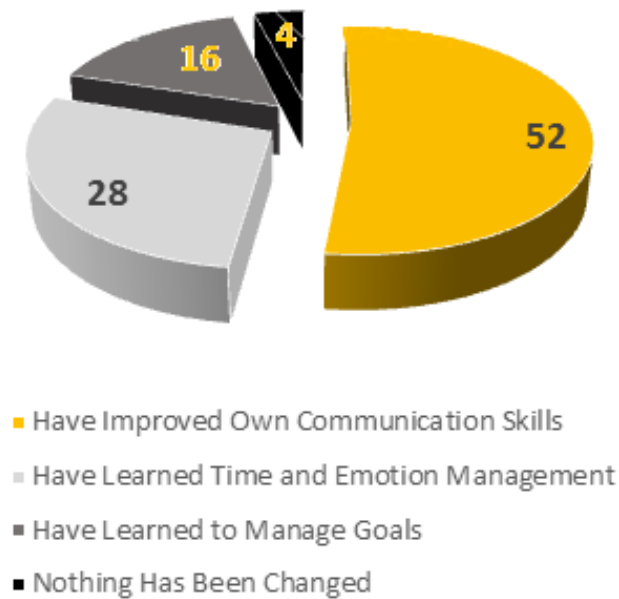


Diagram 17. Transformational changes in personal development



Hence, the results revealed once again made it clear that one of the main conditions of self-realization opportunity increasemenet is the introduction / use of transformational teaching methods in the programs that are one of the competitive advantages of the new teaching university considering our team's experience.

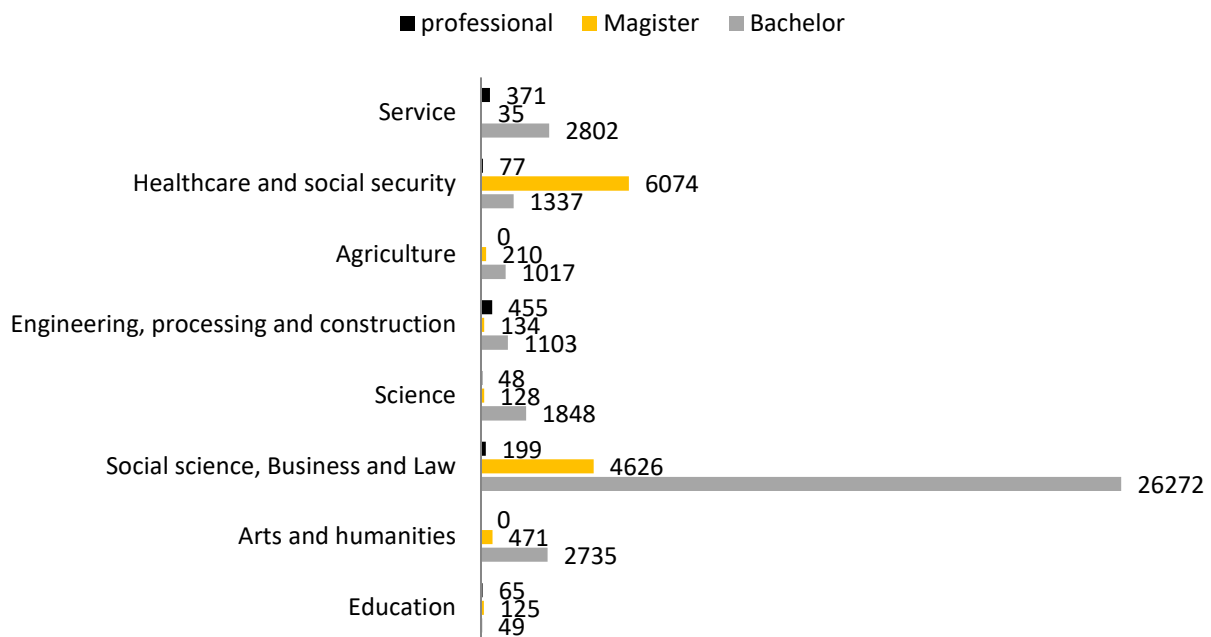
4. Compliance of educational activity of International Teaching University of Management and Communication with the requirements of the employment market

4.1. Rate of students enrolled in private higher education institutions according to educational programs:

2017-2018 Geostat's data study has shown that according to the tendency of recent years, the absolute majority of students prefer social sciences, business and law while choosing bachelor's programs. In terms of Master's programs, the priority is given to healthcare and social security educational programs. The demand for vocational programs is high on engineering, processing and construction field programs [11].

Diagram 18. Number of students according to programs

The number of students in higher education institutions according to the programs in 2017-2018



4.2. Management direction

According to the Global Competitiveness 2014-2015 Ranking, the majority of business leaders and investors (21%) name unqualified workforce as a key factor impeding business in Georgia. The same problem was named by 14% in the last year's ranking.

There is a sort of paradox on the Georgian market. On the one hand, there is a high demand for qualified workforce, on the other hand there is an excessive workforce and the main problem is the inadequate qualification. In addition, the share of the despaired workers is high in Georgia. Statistics show that unemployment rate is higher in adolescents (from 15 to 30-years-old) than in people over 45 (8%).

Nearly 1/3 of the unemployed people have higher education in Georgia. This is conditioned by a large share of people with higher education and increased expectations of labor conditions, as well as the structural and qualitative imbalance between workforce demand-supply.

According to the Global Competitiveness Ranking, Georgia is ranked 41th among 144 countries by the labor market efficiency. We are after Kazakhstan and Azerbaijan by this rate in the region and before Russia, Armenia, Ukraine and Turkey. From the 10 components of the efficiency of the labor market, we have the best positions in the workforce reduction expenses, hiring employees and dismissal practice. The positions are worse in attracting and maintaining talents.

Practically, the university graduates need to be re-trained, and most of the university less frequently invite practitioner lecturers who provide students with the necessary skills together with theoretical knowledge. The courses focused on entrepreneurial knowledge-skills are few in educational programs. It is recommended to empower the employment market of Georgia by educated, purposeful, energetic and bold managers and young people with leadership features.

In terms of public stability, self-employed and small business workers create an important factor for economic and social stability, even under high outflow, partial outflow from the market is easily compensated by new inflows into the market. The more they will be progressive, worldwide approved, flexible, novative and equipped with innovative entrepreneurial and managerial skills, the less likely will be the outflow. They will much easier adapt to the changes, they will be able to respond to changes quickly and most importantly, more effectively. This significantly improves economic, social and political environment throughout the country. At the same time, after achieving certain material welfare, they create additional demand and thereby facilitate development of medium and large businesses.

To create modern leaders / opinion and business people:

1. The country should focus on the studying of new knowledge, experiences of leading countries, approaches and conclusions and adjusting to their own environment

2. Before higher educational institution, at the age of school, introduction of the general principles of leadership and management is possible in order to ensure that the graduate having general school education is aware of his/her strengths and weaknesses, able to distinguish, plan, and achieve own short, medium and long-term goals.

3. Opportunity to get practical knowledge in the learning process should be developed as much as possible, since only such the expert can truly bring changes who is able to use his/her knowledge in the interests of the public in the maximally shortest time.

In order to improve management:

1. Teaching the management shall be introduced with the support of educational and / or public organizations having relevant competence (this direction is likely to be actively encouraged by the international organizations).

2. Relevant literature, educational articles, essays should be translated, through which the public will be informed about current tendencies, successful cases, experiences and achievements of others.

3. Research and scientific activities should become active that will greatly facilitate the implementation of modern management in Georgia.

4.3. Direction of strategic communication and public relations

Public relations is one of the most demanded professions of the XXI century. This is a system of management that is the main mechanism for mass stimulation. Public relations are a powerful tool in the formation of public opinion and its effective use is a prerequisite for the successful functioning of a commercial structure, NGO, political party, public agency or state.

Today, the public relations service has a versatile purpose, on the one hand, it is a kind of advisor that provides information to the management in form of analysis and influences their views or actions to ensure that their decisions in compliance with public interests. And, on the other hand, it adapts information on decisions made and presents it to the public using various

methods in a such way that the public perceives it positively. It also creates information and disseminates it through various channels.

World practice has reasoned **that public relations as a separate discipline is not only the science and practice of using reputation management but also the leverage of democratic processes for achieving mutual understanding in public on the level of political and economic life.** That is why 3 models of professional training-retraining were developed considering recommendations of IPRA (International Public Relations Association):

- **An academic model of public relations education**, which involves in-depth study of scientific methods of public relations, requires a profound analysis of theoretical and methodological basis in social communications, motivation and behavioral psychology
- **Journalistic model** - is based on the use of information-communications technology and the implementation of tactical tasks, planning and organizing concrete actions in the field of public relations, establishing the right communication with all interested parties in both, ordinary activity regime, as well as in crisis or conflict situations. In fact, it is appropriate to the basic knowledge in professional training.
- **Business model** - is focused on preparing the highest level specialists responsible for the public relations strategy and perform a managerial function. It combines in itself the both, academic and also specialized qualified knowledge.

Development of public relations helps us to become a democratic society in order to make decisions more efficiently and functioning between different groups and institutions. It serves the harmonious coexistence of private and public policy.

Teaching public relations in universities in Georgia started in 1995. There is a lack of personnel with proper qualifications in this field in the country. In order for the public to fully understand the essence and significance of the public relations, it must be able to separate it from other similar management systems and use it with the appropriate function in the management of public, social, political or economic processes. For what it is important to expand academic teaching of public relations sphere. Thus, the creation of higher educational programs and textbooks of public relations and strategic communication is one of the main

directions of educational activity of the International Teaching University of Management and Communication.

In this year, Alterbridge's team has conducted university research, where and how bachelor's and master's programs in public relations or ones of similar profile are taught. The analysis of the results showed that teaching public relations is only approved in several leading universities in Georgia, namely, bachelor's program is in four universities: Georgian Technical University, University of Georgia, Caucasus University and Free University. Master's programs are conducted in: Caucasus University - Strategic Communication, Institute of Public Affairs (GIPA) - Public Relations and Communication Management, University of Georgia - Advertising and Public Relations, Ilia State University - Qualification of Master of Public Relations. Most of the courses on the above programs are selected primarily from social sciences.

Dynamics of 2015-2018 quantitative rates of the announced admission and enrollment on bachelor's program are as follows:

Diagram 19. Rates of 2015

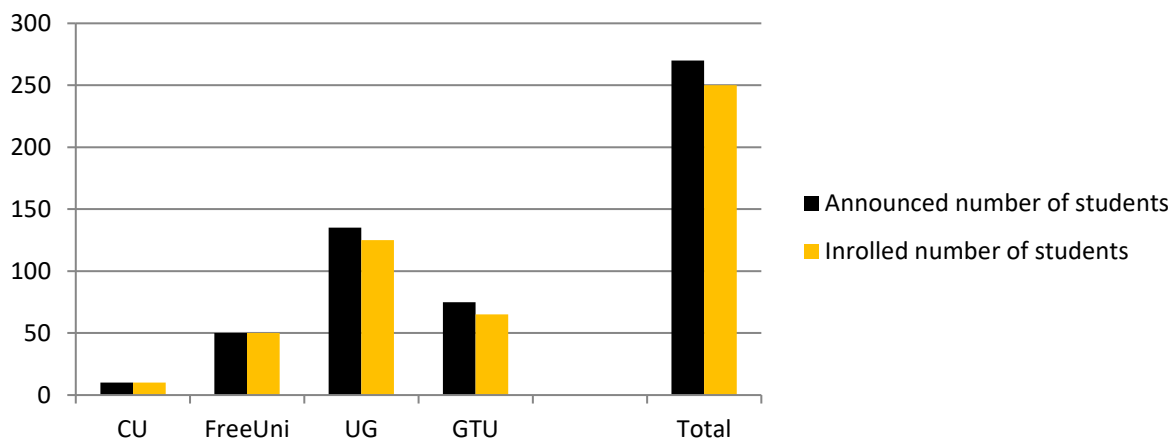


Diagram 20. Rates of 2016

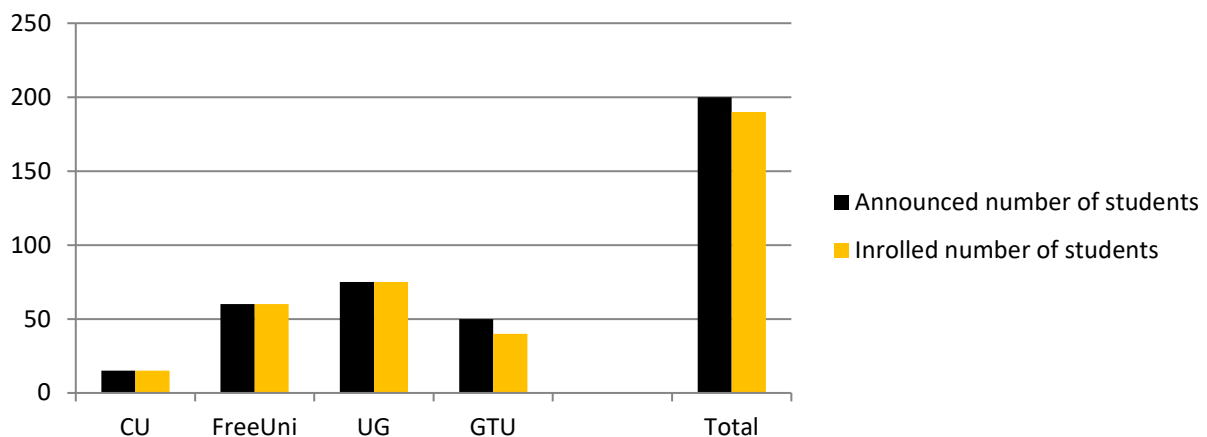


Diagram 21. Rates of 2017

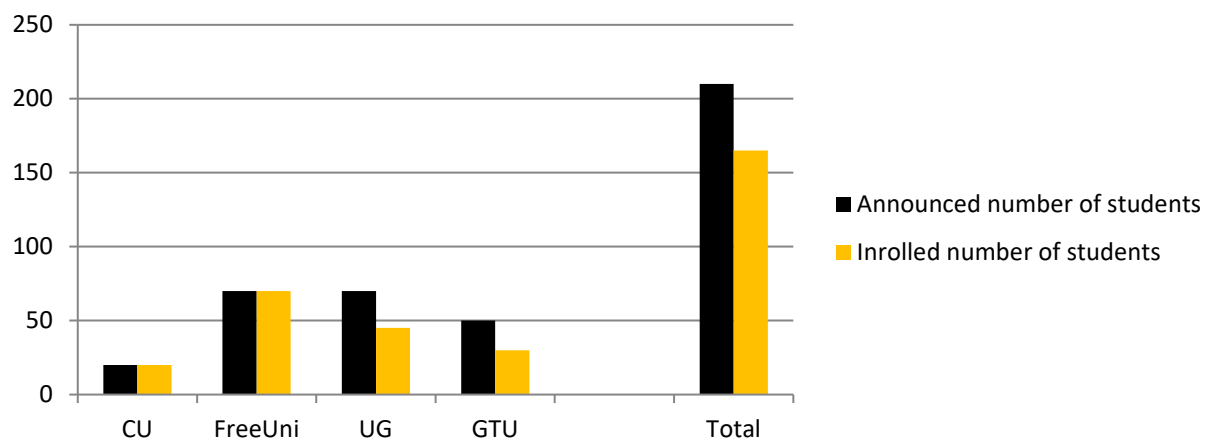
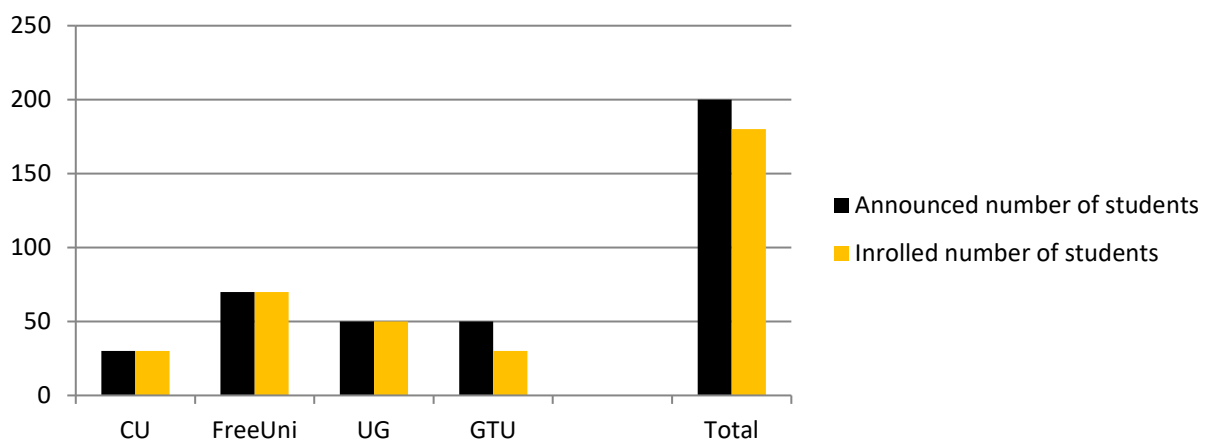


Diagram 22. Rates of 2018



The opportunities for entrants participating in unified national examinations to receive higher education in public relations sphere in 2018 are as follows:

Higher Education institution	Name of the Program	Awarded Qualification	Fee of the program	Language of Education
Georgian Technical University	Public Relations	Bachelor of Social Sciences	2250 GEL	Georgian
Free University of Tbilisi	Management and public relations	Bachelor of Social Sciences	6950 GEL	Georgian
University of Georgia	Public Relations	Bachelor of Social Sciences	2990 GEL	Georgian
Caucasus University	PR	Bachelor of Social	5900 GEL	Georgian - with English

		Sciences		components
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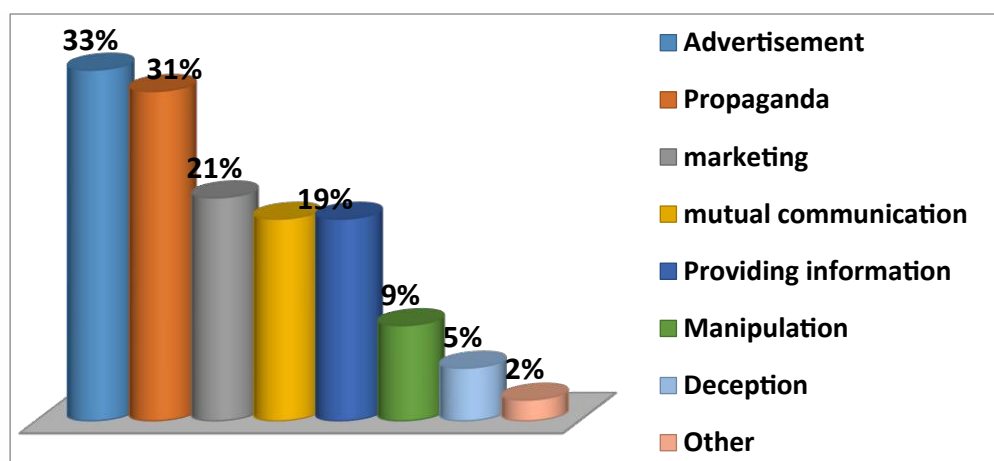
Trainings are one of the ways to improve practical and theoretical knowledge for those interested in studying public relations, but only 11 out of 50 training centers operating in Georgia have training program in PR.

It is a subject of a separate discussion, the absence of theoretical-practical training programs and professional manuals. That is also a big problem for the development of the sector.

The sad reality is that in our country, the public relations activity is often equated with such fields as advertising, marketing, publicity, propaganda, journalism and others. These fields are somewhat crossed in different directions, but the differences between them clearly establishes the possibility of differentiation [4].

Within the scope of this research population survey was conducted throughout Tbilisi with regard understanding of the public relations activity in Georgia. About the question - what is PR? 33% believe that it is advertising, 31% - propaganda, 21% marketing, 19% - providing information and mutual communication, 9% - manipulation and 5% - deception.

Diagram 23. Assessment of the concept of public relations



Bachelor's program of Public Relations and Master's Programs in Strategic Communications created in our university encompasses the latest tendencies in the field, core and elective

subjects are selected based on professional purpose. Inasmuch as public relations as a management function involves mutual communication with all interested parties, the specialist of this qualification is required to know the basics of business and economics, management principles, human resources management, practical skills of statistical research at the first cycle of academic education. Deep and thorough knowledge of the interpersonal communication, strategic management, negotiation strategies, relationships with donors, marketing and law is required at the second level of academic education.

One of the goals of Alterbridge is to contribute to the development of public relations area. Public relations and strategic communications educational programs are quite actual nowadays, as the specificity of the sector serve to formation of society, economy and politics with correct vision. It is based on the development of public opinion and image, art of convincing and mutual exchange of information, rational calculations of strategy and tactics

It is widely recognized that no idea, approach or product can achieve success without a reasonably selected message for the target audience. The achievement of set goal is much easier, if ongoing processes are more creative and innovative. How to interact properly, how to choose a strategy for bilateral communication, what tactical steps we should calculate to maintain the trust. Our educational programs serve to development of exactly these skills and strengthening them in practice.

Based on the mission of the Teaching University, we teach students not only the latest trends, but we also make them to get used to a style of thinking that strengthens their personal self-esteem, boosts skill of critical analysis and creativity. Theoretical material selected in the curriculum of a course, practical exercises, independent work of students is grounded on the principles that are based on sharing the professionals' experience accumulated over years. By using of strategic instruments and interactive methodology of teaching, students will acquire appropriate qualified skills in the field of communication, learn about the achievements and innovations of international and local practice, become actively engaged in scientific research activity of the university in order to improve the competence of using the knowledge in practice and professional skills.

Research was conducted within the bachelor's program of law. It is based on information collected by various state institutions and also on materials obtained from sources on employment market. It also uses the results of researches conducted by various international or local NGOs.

The data obtained from the external source (including researches by government agencies) is not continuous and available according to each year, since, as it became clear, the employment market research interesting for the purposes of this document – in respect to direction of law is not being conducted on the permanent basis, and there is only analysis of the separate periods; The lack of dynamics of changes for the long period of time affects the creation of a full understanding of demand-supply balance, that obviously affects the quality of the persuasiveness of the research. Nevertheless, the compilation of the materials presented based on the available data still provides the possibility of making certain, not unreasonable conclusions.

The research is principally quantitative, since the law belongs to regulated area, which means that the bachelor's educational program shall include all the core components of the national sectoral standard. This, in turn, implies that the market requirements in different periods may vary according to different competences and directions, which logically should be the basis for adjusting the existing curricula. However, it is impossible (especially in case of compulsory disciplines) because the graduated professionals shall equally well know all compulsory disciplines that is set out in applicable regulations: they should have basic knowledge of general specialization.

The qualitative research has been conducted at the definite level serves strengthening elective components that may be basis of adaptation of the program based on the employer's requirements.

During searching data, there was an attempt to find information reflecting the actual picture of a long period, but this turned out to be impossible in separate components.

It should be noted that the conclusions may be made from two perspectives regarding demand of the law program. The first is the entrants' demand on a particular profession, and the second - employment market demand for graduates. The first ground itself, independently, only indicates that there is demand for education in this segment and it can not be ignored. On the other hand, it is essential to make the synthesis of conclusions about the professional suitability of the graduates from employers' perspective with the first ground in order to make conclusions about effectiveness.

The available data for the research period, namely, the quantitative data found on the employment websites, reveals not high demand for the legal profession; However, as it has been noted it is unreasonable to rely on this quantity, because they are only a small part considering the country's specificity regarding means of announcing vacancies and distribution of appropriate information. In addition, it must be emphasized that the legal profession gives the student such high-value competencies, which can be used in many professions with a little retraining and all of this, with synthesis to the data of entrants' demand for the profession, gives an opportunity to make optimistic conclusions regarding relevance of the law program on the modern market

Quantitative, qualitative and desk research methods were used for the analysis.

4.4.1. Research goals and objectives

This research aims at determining the potential of Alterbridge's bachelor's program of law. The following objectives are set for achieving this goal:

- ◆ Identification of public demand on receiving legal education in general;
- ◆ Identification of demand on employment market for employees having qualifications in law;
- ◆ Identification of employers' demand for narrow specializations and key skills in the legal profession.

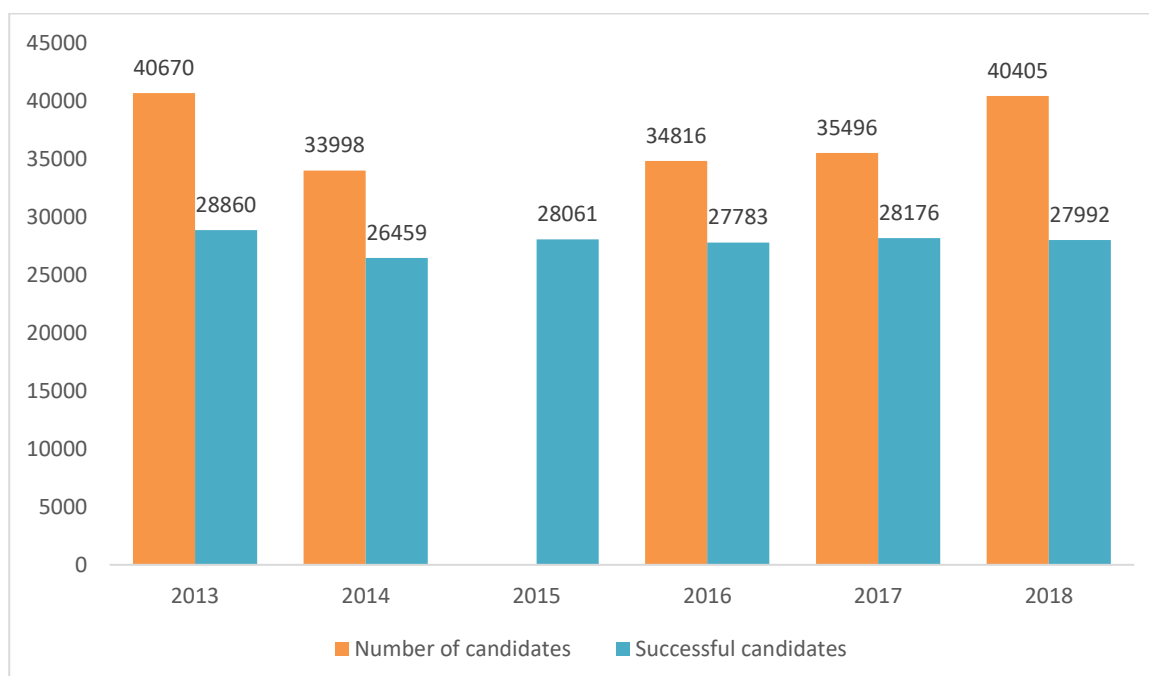
4.4.2. Main indicators

While conducting the research the data was obtained by considering the following key indicators:

- ◆ Dynamics of the number of participants in the Unified National Examinations;
- ◆ demand of entrants on the profession;
- ◆ Employer's demand;
- ◆ Graduates employment rates within Georgia;
- ◆ Employers' survey results on qualifications.

4.4.3. Overall demand of entrants for higher education

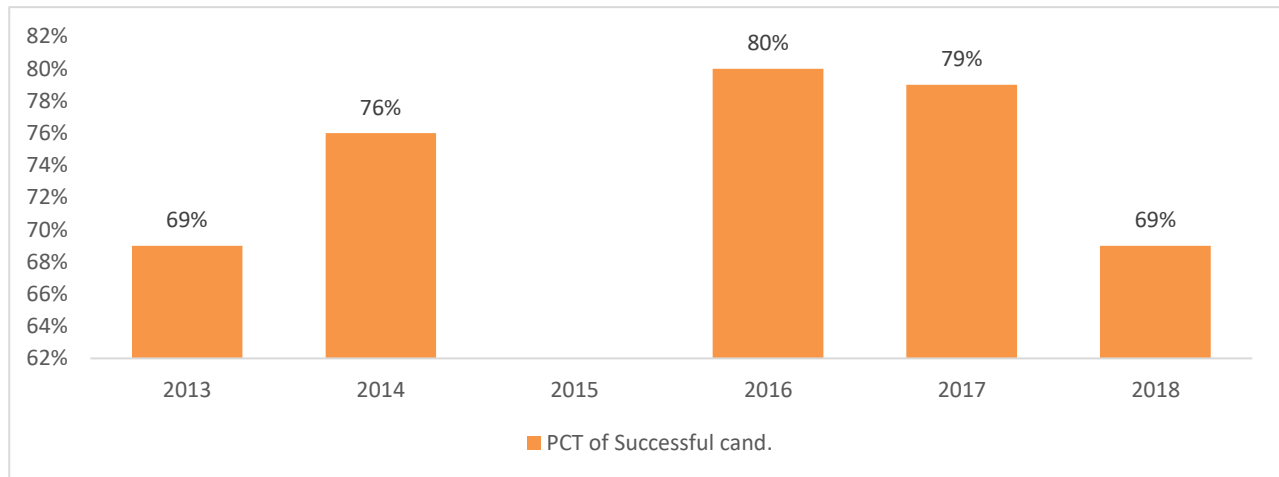
Diagram #23 shows National Examination Statistics of 2013-2018 regarding the amount of entrants applying for higher education.¹



¹ Data of 2013-2014 is based on the following source: [https://idfi.ge/ge/statistical-information-on-unified-entry-examinations-\(2005-2014-years\)](https://idfi.ge/ge/statistical-information-on-unified-entry-examinations-(2005-2014-years))

This statistics reflect the quantitative dynamics of those who seek higher education during last six years. Rates of candidates range from 34000 to 40000, but it is worth noting that a more stable number of students manages to successfully pass national examination. **By 2018** the total number of students participating in the national exams has been unprecedentedly high and that is **40405 entrants**; among them **the number of successful students is 27992**.

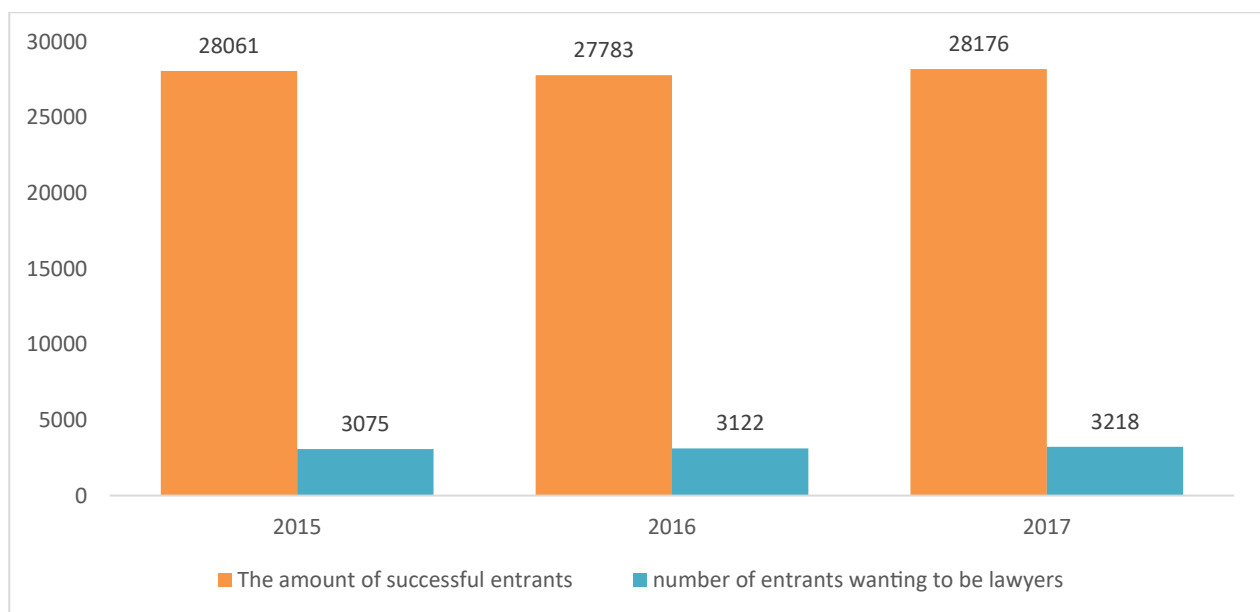
Diagram #25 shows the percentage of participants and successful students



Number of successful students in the Unified National Exams has been **characterized by decreasing tendency for the last 3 years**

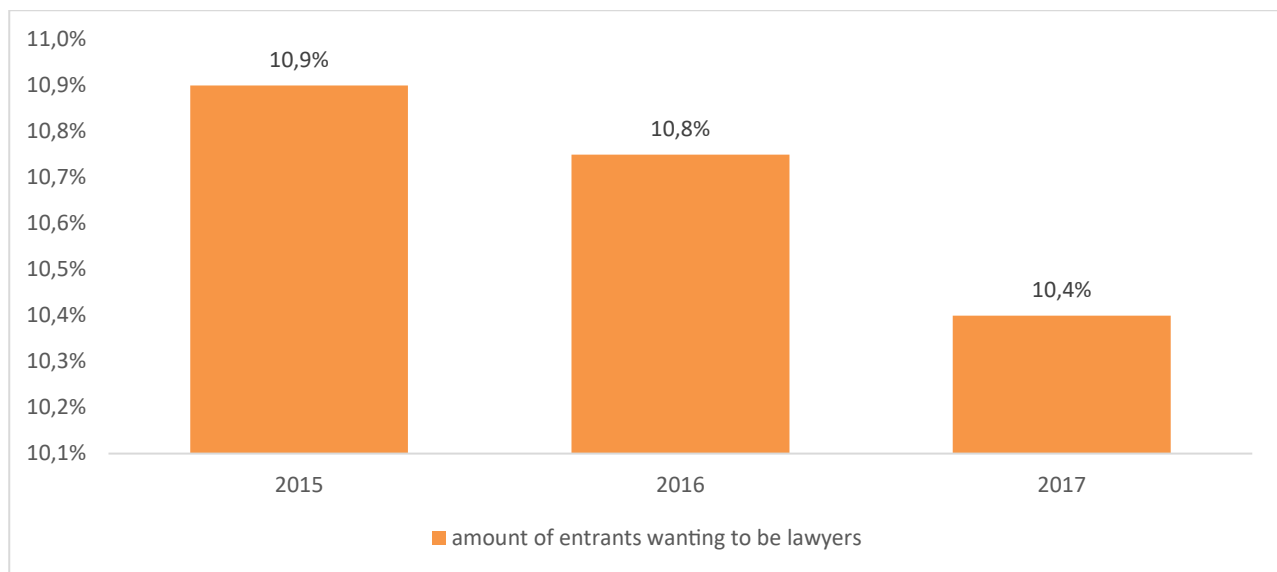
4.4.4. Demand of entrants on the profession

Diagram #26 shows 2013-2018 Unified Entry Examination Statistics about entrant wanting to receive higher education in law.



The data for 2018 was not available for this stage of research.

Diagram #27

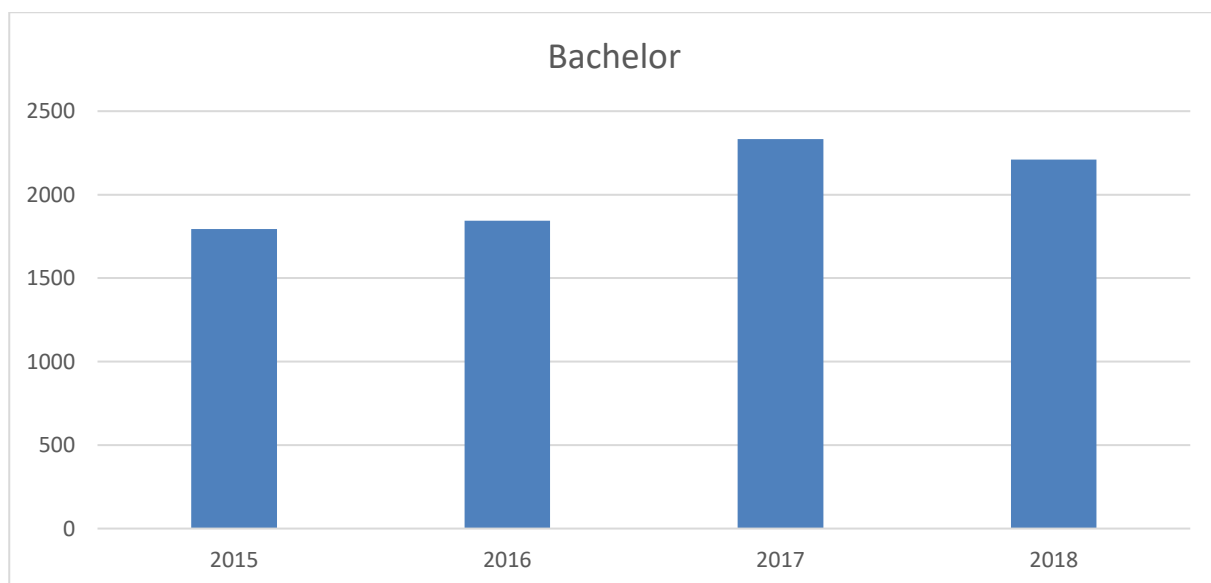


A high level of stable demand is observed on the demand of higher education in law. Although the data of 2015 is almost 0.5 percent higher than the data of 2017, however, this can not be considered as a tendency of decrease considering the overall reduced number of participants.

4.4.5. Graduates of programs in law

The total number of law programs graduates throughout Georgia during 2015-2017 have been found. The data was obtained from the National Center for Educational Quality Enhancement.

Diagram #28



The number of graduates of law programs is characterized with the tendency of growth on bachelor's level. In 2017 it reached the highest benchmark. However, if we compare these rates to the average rate

of previous periods, no significant changes have taken place. In particular, averagely 1856 bachelor's degree is observed annually in 2012-2014.² The total number of graduates of bachelor's program in law is increasing in 2018 and it equals to 2210 graduates.

4.4.6. Market Requirements – Vacancies

There is no specified information on vacancies relevant to the lawyer's qualification in an unified form. This applies to relatively previous periods - 2012-2015, that is specifically highlighted in the 2016 report³ focused on this market research, as well as to the last years. Data can be obtained sporadically from different sources, primarily through the internet webpages. In parallel to the public announcement of vacancies, there is an assumption that the relevant information is known to interested persons via informal ways.⁴ The same conclusion is made in the research of labor market demand component⁵ ordered to "BCJ" LLC by the Ministry of Labour, Health and Social Affairs. Nevertheless, the rate of announcement of vacancies through the Internet is still high.

According to the USAID data of 2012-2015 based on the internet resources, the decrease tendency of the number of free positions for lawyers announced in the public sector was observed, but at the same time, there was an increased demand on lawyer's profession in the private sector.⁶

According to the survey results for "BCJ" LLC, the largest share of employees have higher education. The demand on the employee having lawyer's qualification was in the list among top 10 demanded professions.⁷

We were not able to find any information on vacancies announced in 2016.

Segment of vacancies announced during 2017 was studied through the most widely available Internet sites. These are www.jobs.ge, www.hr.ge⁸ and www.hr.gov.ge⁹ The study was conducted by two different methods. The data of 2018 was obtained from the same sources considering the following specificities: only one week data are fixed on www.hr.gov.ge the data from the remaining two sources are taken by considering the interval of 1 month (December-January 2018).

Diagram #27 Full data from web pages

² See: Legal market research in Georgia, research conducted by the United States Agency for International Development (USAID) according to the order of East-West Management Institute (EWMI), ACT, 2016.

³ Ibid, 7.

⁴ Ibid, 7

⁵ Research of Labor Market Demand Component, 2015, 11th diagram, 30. Available at: http://www.moh.gov.ge/uploads/files/oldMoh/01_GEO/Shroma/kvleva/33.pdf.

⁶ Ibid.

⁷ See: ibid, 9th diagram, 18.

⁸ The vacancy published on this portal is placed on the site for a maximum period of 2 weeks.

⁹ Vacancies announced in the public sector are published in this portal.

COMPLETE DATA OF SEPTEMBER

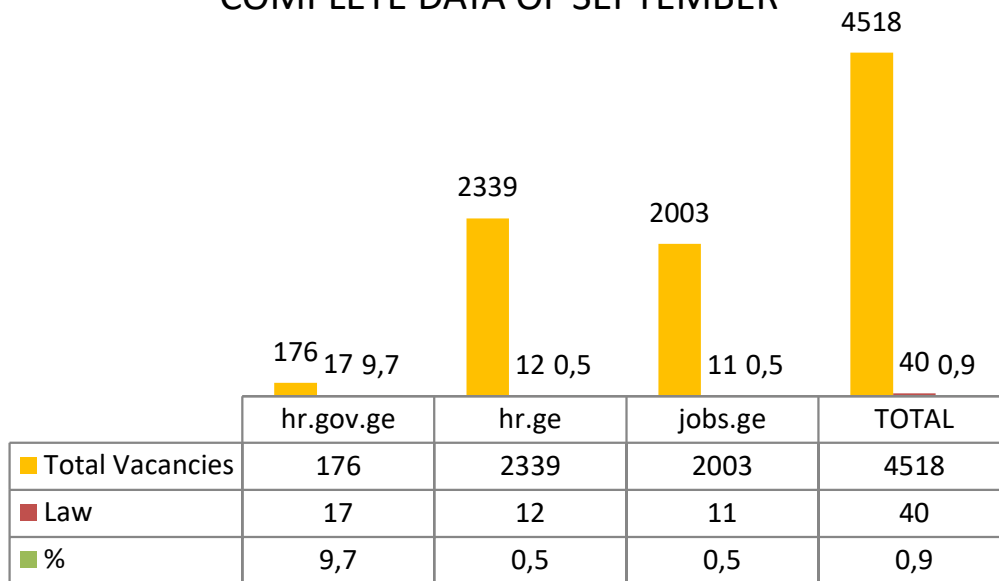
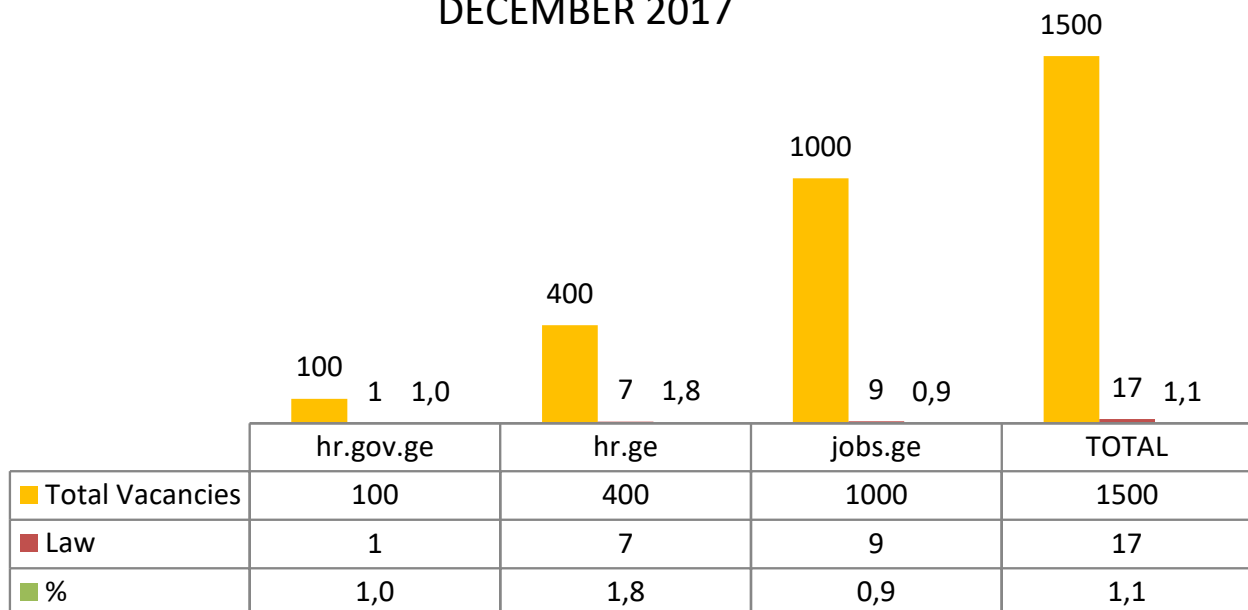


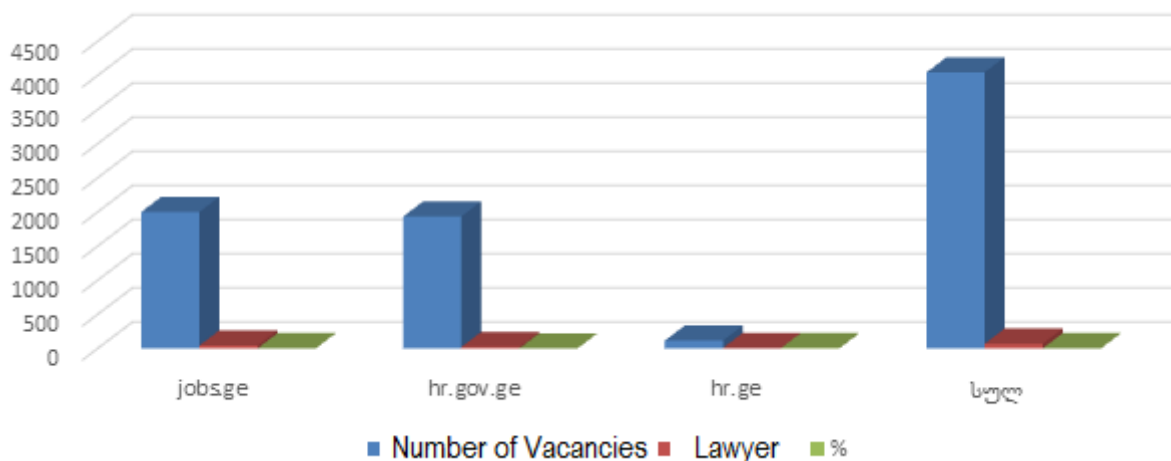
Diagram #30 Data of one month from web pages

DECEMBER 2017



These data show that demand for a lawyer's profession is stable and constitutes 1% among all professions on the market. Depending on market specificity, where other forms of announcement of vacancies dominate, this percentage is not final and, most likely, the real demand is much higher.

Diagram #31 Demand for profession of lawyer in 2018



The table shows data of 2018 about demand of lawyers on the market. Compared to previous periods, the percentage on the professions has been significantly increased and is 1.7%. In 2018, the dynamics of demand on the market has been adequately reflected on the background of the noticeable decline in graduates, that indicate the lack of qualified lawyers.

4.4.7. Qualitative research

Employers' requirements regarding the qualification were analyzed within the USAID survey in 2012-2015. Specifically, other studies are less available in this segment of professional employment, therefore, for the purposes of the present research, assessments will be based on this research. Analysis shows that employees are less likely to be unsatisfied with the theoretical teaching component and emphasis are made on the specific and/or general skills of the use of knowledge in practice; In their opinion:

- Higher educational institutions provide theoretical knowledge, however developing practical skills is less provided;
- Important shortcomings in practical skills are lack of writing skills;
- The lack of experience hinders the employment of novice lawyers;
- Separate narrow specializations are more demanded on the market, particularly the fields of banking and tax law;
- Lack of skills of communication with client and negotiation is observed in graduates.

The results of the survey of employers conducted by the Bachelor's Program do not give significantly different picture by 2018: 10 potential employers were surveyed in total;

Diagram #32 rates of questions and respondents' answers

General competences

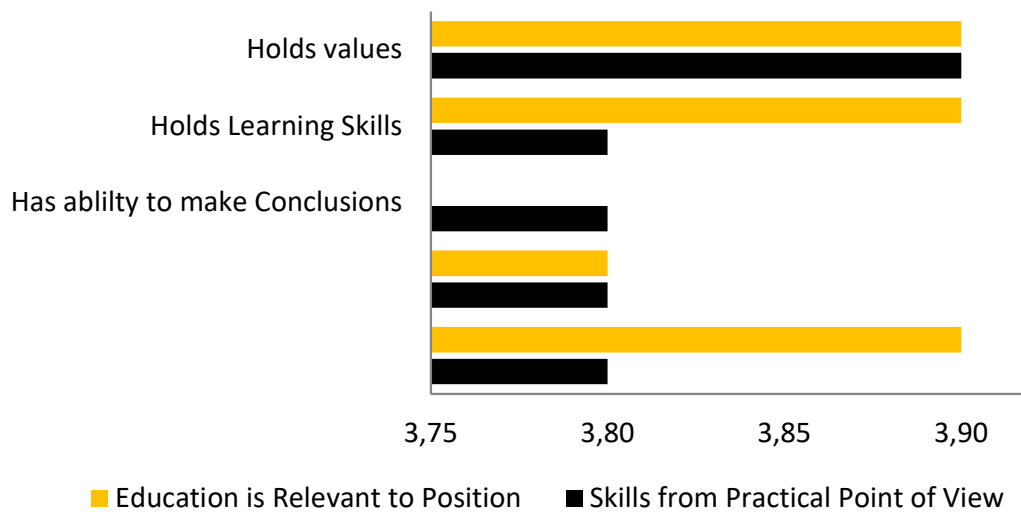
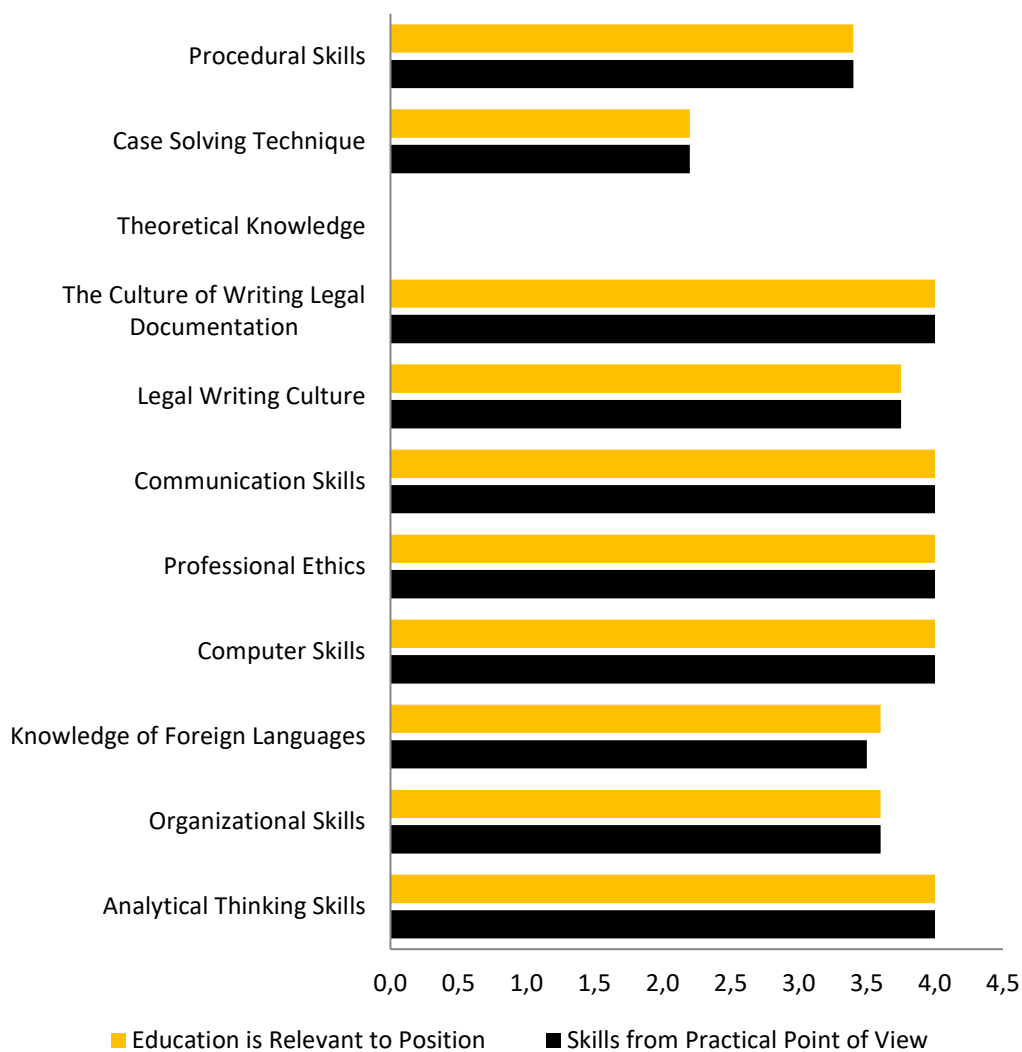


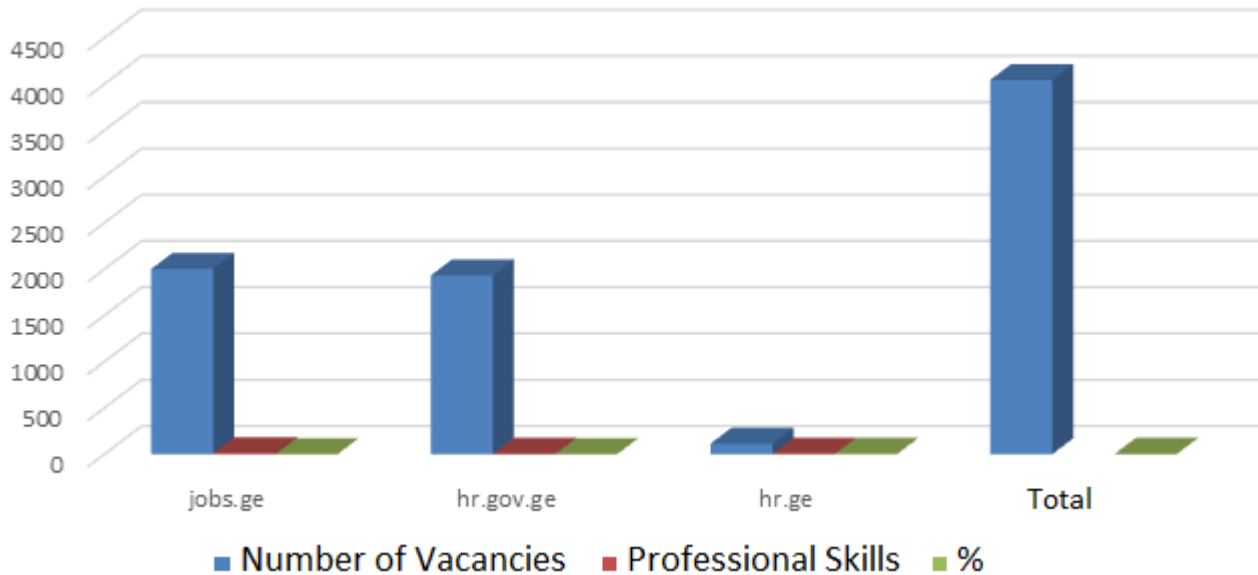
Diagram #33 Appropriate competences of the field / practical skills



Analysis of the qualification requirements stated in the announced vacancies shows that employers pay special attention to transferable skills along with professional qualifications. The focus on practical skills,

namely the requirement of passing exam of entrance in the profession, is only required for 1.7% of contenders.

Diagram #31



4.4.8. Opinions of foreign experts

The Bachelor's Program of Law was evaluated by foreign experts and professors. Their opinions are unanimously positive with regard to the format and substantial components of the bachelor's program. The experts specifically emphasized the issue of combining the theoretical and practical teaching components.

In parallel with positive assessments, recommendations were also made; In particular, the existence of a strong clinic component. According to opinion of the experts, participation of students in moot courts at national and international level is of particular importance. This recommendation is made because the texts of the program do not itself contain information on the activities to be implemented by the program in this regard.

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