

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ВНЗ «УКРАЇНСЬКИЙ КАТОЛИЦЬКИЙ УНІВЕРСИТЕТ»  
Факультет суспільних наук  
Кафедра управління та організаційного розвитку

Магістерська робота  
на тему: Individual grant program establishment as a result of IC training center  
transformation (as part of an HR strategy for Media Service)

Виконав: студент 2 курсу, групи СУП18м  
спеціальності 073 « Менеджмент»

Кульчицька О.В.

Керівник к.п.н. Рождественський А.А.

Рецензент Кухтяк К.А.

Львів 2020

## TABLE OF CONTENTS

INTRODUCTION .....	3-4
CHAPTER I Media Service key information and overview of best practices in talent acquisition.....	5-27
1.1. Media Service background.....	5-19
1.2. Media Service personnel: from recruitment to training program.....	19-22
1.3. Overview of best practices in talent acquisition.....	22-27
CHAPTER II. The transformation process: from 1C training center establishment to 1C individual grant program establishment.....	28-51
2.1. 1C training center establishment in 2016-2017.....	28-41
2.1.1. 1C training center risk analysis .....	31-33
2.1.2. 1C training center data collection.....	33-35
2.1.3. 1C training center project map .....	36-37
2.1.4. 1C training center curriculum .....	38-39
2.1.5. 1C training center cost-benefit analysis.....	39-41
2.2. 1C individual grant program establishment in 2019-2020.....	41-43
2.2.1. 1C individual grant program risk analysis.....	44-45
2.2.2. 1C individual grant program data collection.....	45-47
2.2.3. 1C individual grant program transformed project map.....	47-48
2.2.4. 1C individual grant program transformed curriculum.....	49-51
2.2.5. 1C individual grant program cost-benefit analysis.....	51-52
CONCLUSIONS.....	53-54
LIST OF LITERATURE.....	55-57
APPENDIX A.....	58-62

## INTRODUCTION

Media Service (MS) a respected 1C Franchise Company with more than sixty employees, with customers both in Ukraine and from abroad, faced a need to increase the number of the employees and to manage them effectively. With this purpose an HR Department was established in 1.08.2016. A dedicated team focused on implementing and monitoring newly created HR strategy has been launched. The team works towards the values which reflect those of our members and focus on people. These values inspire a team to be open and fair, to encourage creativity and effectiveness and to work with integrity and compassion. The HR strategy has been developed in consultation with top management and staff and exists now within a framework of the Company's rapid expansion through the perspective of development and systematization of all company's business processes as well as communication and strict adherence to HR processes. "Local" HR mission and vision is to work in partnership to provide the Company with HR excellence. Thus, the aim of the newly created HR strategy is to support and enhance the Company's Business Strategy. The HR Strategy comprises two key elements: productivity management and development management. In the given paper we focus on one of the key elements of a Strategy that aims to solve one of the core issues of the company in Development management – to increase the number of a main personnel (1C middle or senior programmers) according to the Company's strategic objectives - to increase the number of the clients, to improve cooperation with the clients, to provide them with more qualitative services, that in its turn leads to the necessity to increase the number of 1C programmers in order to give the added value to the Company.

This Master's diploma is devoted to the project of individual grant program establishment as the result of 1C training center transformation (as part of an HR

strategy for MS). As, according to such risk factor as “Ineffective training” due to trainer’s constant workload, a preventive measure, namely “1C training center transformation”, was taken into action and 1C individual grant program was produced with a modified 1C training center curriculum.

The topicality of the diploma paper is caused by a necessity to bring changes into 1C training center, since this initiative required some transformations, namely: managing individual talent acquisition, a lack of time of specialists who performed the trainer’s duties, updated Company’s needs, despite being effective as well.

The purpose of the diploma is to present a project that aims at attracting new personnel, namely 1C programmers, with less financial costs. It involves the implementation of the following tasks:

1. To identify, describe and summarize all the constituents of 1C training center establishment process;
2. To identify, model, describe and conduct the analysis of all the constituents of individual grant program establishment, namely: risk analysis, data collection, project map curriculum and cost-benefit analysis;
3. To trace the transformation process – from 1C training center to individual grant program and to substantiate the best practice in MS talent acquisition.

This project is called up to support and enhance the Company’s strategic development by releasing key deliverables through HR services and actions as loyal, qualified and motivated employees are the basis of Company’s aims and objectives realization. Key deliverables outline the measurable outcomes - financial results, costs, production of reports, number of employed.

Theoretical significance of the conducted research includes a comprehensive description of 1C training center establishment, 1C training center establishment and their transformation process to meet the specific needs of the Company.

Practical significance of the thesis is determined by the possibility of applying its main results in HR practices, namely talent acquisition, development management programmes in order to give the added value to the Company.

## CHAPTER I

### 1.1. Media Service background

Media Service is more than 16 years on the market. The sphere of its professional interests is information technologies, namely:

- 1C program: implementation, adaptation according to the customer's needs, maintenance, training;
- Web sites development;
- Sale equipment – selection, installation, adjustment, integration with 1C, service;
- Training in 1C sphere [10].

The Company's vision is to become one of the most successful Companies in Ukraine and to enter with wider scope the European market, in the field of automatization of the accounting systems on the enterprises of different scope on the basis of 1C programs, web sites development, sale and computer equipment as well as in trainings with all these products.

The Company's mission is to meet the expectations of the customers, owners and personnel of the Company by means of conducting ethical business and providing all the stakeholders with the highest standard of services.

The Company's strategy is to reduce expenses by means of operational improvements in the existing professional spheres of interests and to master the new ones.

The Company's business objectives are:

- To increase the efficacy of Company's activities and its competitiveness taking into account the interests and needs of the customer's, personnel and top management;
- To increase the competencies and the professionalism of the personnel;

- To build the mutually beneficial relationships with the partnership companies on the grounds of trust and partnership;
- To master new and to improve existing spheres of professional activities (in the fields of programming development, project management, audit and consulting, business analytics, risk factors management);
- To fulfill the requirements and to constantly improve systems of effectiveness of the quality management on the basis of international standard ISO 9001:2015 (the Company was certified in 2016) [15].

The aim of the Company is to become a 1C leader in Ukraine, to enter with a wider scope 1C market in European countries as well as the post-soviet countries.

According to the Company's life cycle, it finds itself on the on-the-go stage [13].

As a whole, the Company can be best described as a hierarchical, combined with matrix structure, with little bureaucratic requirements, with a highly developed corporate culture.

To get a better understanding of the way how could HR attract new personnel, we conducted a research on a job market (by means of interviewing, analyzing, using the services of recruitment agencies). As, based on the previously collected data when HR strategy was considered and created, there are two ways how to increase main personnel:

- to recruit highly trained and qualified personnel;
- to bring up own loyal, qualified and motivated employees by means of establishing 1C training programs.

The data we received as the result of the research on a job market with appointing the meeting with the suitable CV's, showed that highly trained and qualified 1C programmers, first, is a rare thing to find, and second, the majority of those who are looking for a new position aim at working not in 1C Franchise

Companies or/and has values different from those of the Company's, thus making them unsuitable for the job position. Table 1.1. below shows the statistics of this research.

Table 1.1. total number of CV's.

Total number of CV	Suitable and therefore employed	Not suitable	Period
46	3	43	01.08.2016 – 01.03.2017
61	8	53	01.03.2017– 01.03.2018
53	5	48	01.03.2018– 01.03.2019
69	7	62	01.03.2019– 01.03.2020

In order to make an objective and unbiased assessment of the situation in a Company with the personnel, we have analyzed the tendency in personnel's changes starting form 01.01. 2015 along with the planned numbers up to 01.03.2020 (table 1.2).

Table 1.2. Changes in average number of personnel 2015-2020.

Changes in average number of personnel of the company	Main/ Admin		Data at the end of accounting period					
			2015	2016	2017	2018	2019	2020 Plan
Hired	Main personnel	1C Programmers	7	8	7	4	5	7
		Support	2	7	5	4	3	3
		Sales	4	0	2	1	1	0
		<b>Total</b>	<b>13</b>	<b>15</b>	<b>14</b>	<b>9</b>	<b>9</b>	<b>10</b>
	Adm. Personnel	IT-specialists	3	0	0	2	2	0
		Accountants	1	1	2	0	0	0
		PR-managers	0	1	0	1	1	0
		HR-managers	0	2	0	0	0	0



		Top management	3	0	0	0	0	0
		Total	4	3	2	3	3	0
Quitted	Main personnel	1C Programmers	5	6	1	1	1	0
		Support	1	2	2	1	1	0
		Sales	1	1	0	0	0	0
		Total	7	9	7	2	2	0
	Adm. Personnel	IT-specialists	0	1	0	0	0	0
		Accountants	1	0	1	0	0	0
		PR-managers	0	0	0	1	0	0
		HR-managers	0	0	0	0	0	0
		Top management	0	0	0	0	0	0
	Total	1	1	1	1	0	0	

Including the reasons:								
Job dissatisfaction (as well as dissatisfaction of the working environment); hunting	Main personnel	Total	5	6	2	0	1	0
		Programmers	3	5	1	0	0	0
		Support	1	1	0	0	0	0
		Sales	1	0	1	0	0	0
	Adm. Personnel	Total	0	0	0	0	0	0
		IT-specialists	0	0	0	0	0	0
		Accountants	0	0	0	0	0	0
		PR-managers	0	0	0	0	0	0
		HR-managers	0	0	0	0	0	0
		Top management	0	0	0	0	0	0
Breach of working discipline and non-fulfillment of the tasks	Main personnel	Total	1	2	0	0	0	0
		Programmers	1	1	0	0	0	0
		Support	0	0	0	0	0	0
		Sales	0	1	0	0	0	0
	Adm. Personnel	Total	1	0	0	0	0	0
		IT-specialists	0	0	0	0	0	0
	Accountants	1	0	0	0	0	0	

		PR-managers	0	0	0	0	0	0
		HR-managers	0	0	0	0	0	0
		Top management	0	0	0	0	0	0
Family reasons not connected to work	Main personnel	Total	1	1	0	0	0	1
		Programmers	1	0	0	0	0	0
		Support	0	1	0	0	0	0
		Sales	0	0	0	0	0	0
	Adm. Personnel	Total	0	1	0	0	0	0
		IT-specialists	0	1	0	0	0	0
		Accountants	0	0	0	0	0	0
		PR-managers	0	0	0	0	0	0
		HR-managers	0	0	0	0	0	0
		Top management	0	0	0	0	0	0
<b>TOTAL PERSONNEL</b>			<b>30</b>	<b>38</b>	<b>46</b>	<b>55</b>	<b>65</b> <b>76</b>	

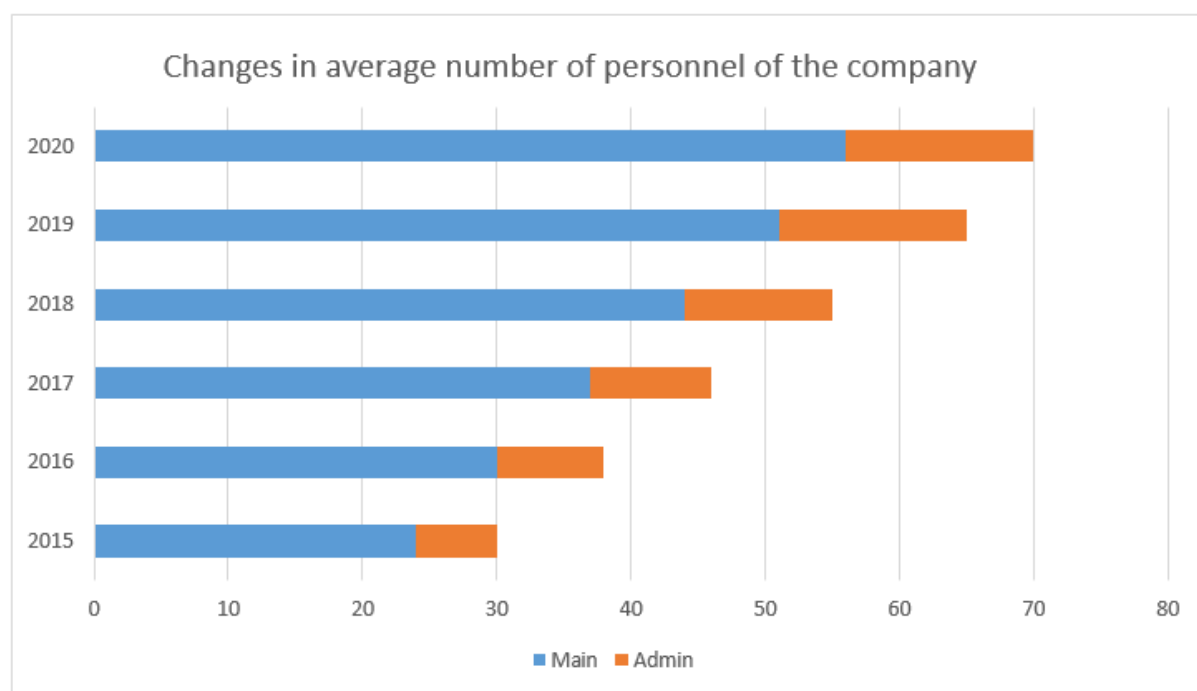


Diagram 1.1. Changes in average number of personnel of the company 2015-2020.

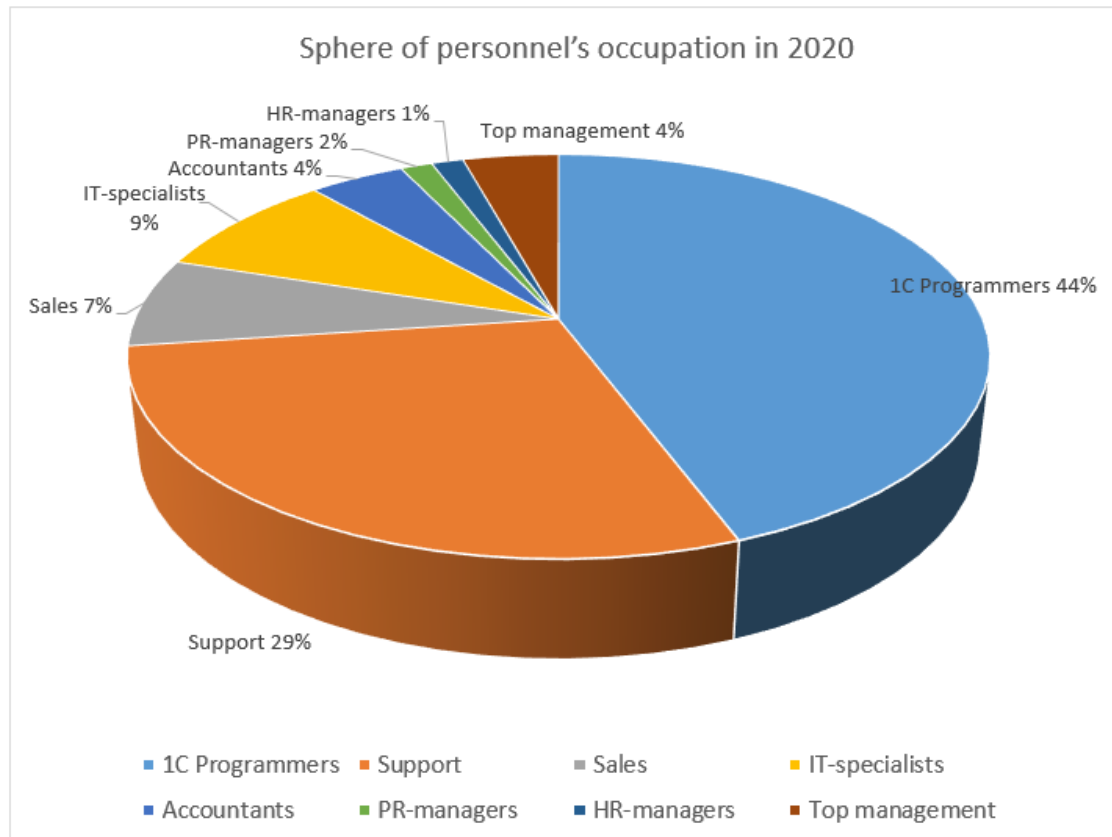


Diagram 1.2. Sphere of personnel's occupation in 2020.

Thus, as we can judge from the above tables and diagrams, there is a stable increase in a number of personnel starting from 2015, mainly in a number of main personnel.

Concerning the retention rate, it has been decreasing since 2015. With the establishment of HR department (by introducing HR practices and initiatives) the Company plans to decrease it with the numbers that follow:

Table 1.3. Retention rate coefficient of the personnel 2015-2019.

Data to the end of accounting period	2015	2016	2017	2018	2019	2020
Coefficient	26.6%	26.3%	17.4%	5.4%	3%	0,5%

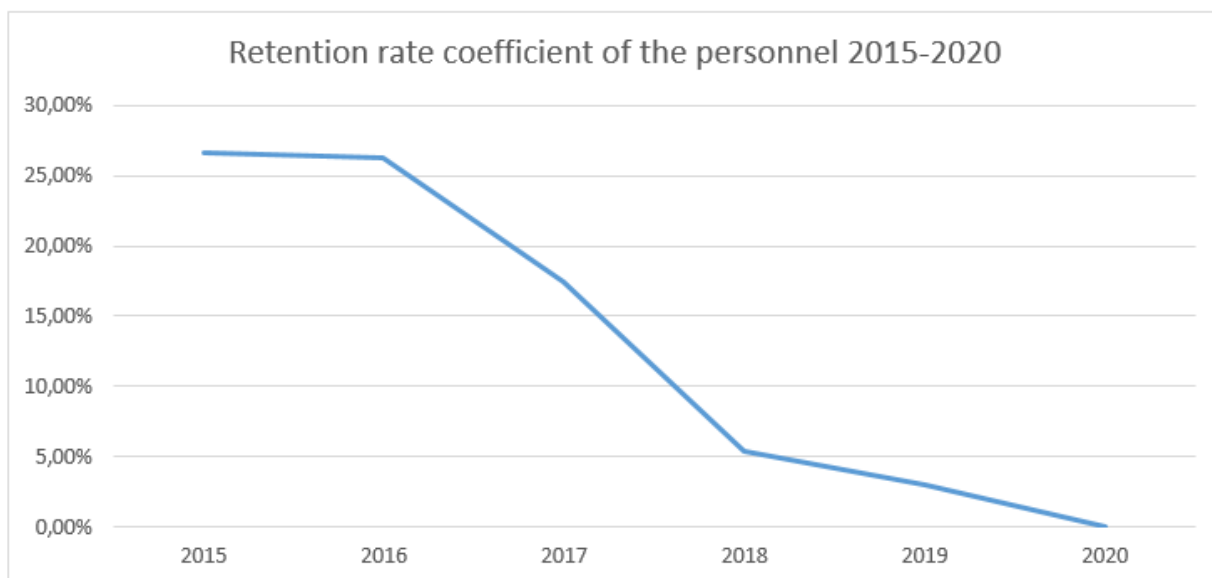


Diagram 1.2. Changes in retention rate coefficient of the personnel 2015-2020.

Thus, by the end of 2020, the retention rate coefficient is supposed to drop almost till zero.

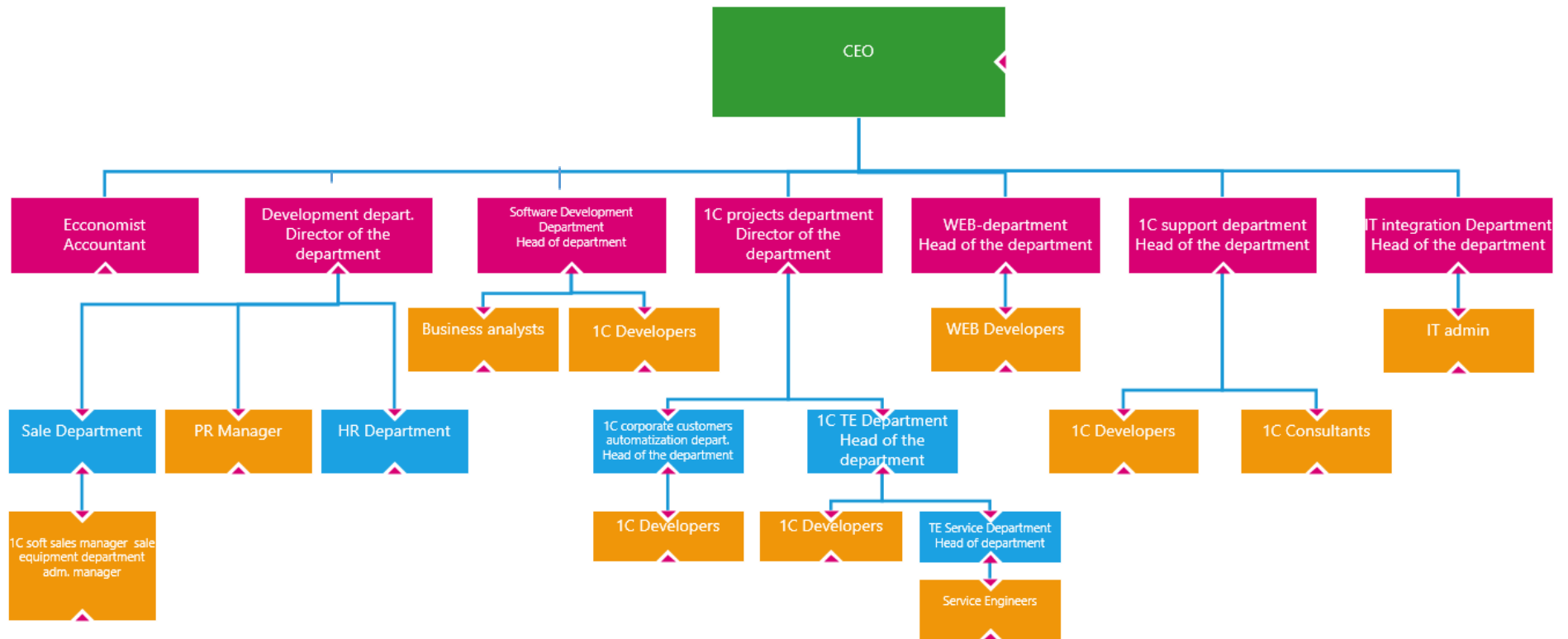
In order to evaluate the level of employee's overall satisfaction concerning their worklife in all its elements, another e-tools survey has been conducting since 2015. It shows the following key findings (accounting periods - 2015 and 2020 respectively):

Table 1.4. Employee's satisfaction survey 2015-2020

2015	2020
24 participants engaged in the survey out of 34	58 participants engaged in the survey out of 65
74,1% were satisfied	95% are satisfied;
25,9% were partially satisfied	2,8% are partially satisfied
0% unsatisfied	1,2% unsatisfied

If to compare the satisfaction of the employee conducted in 2015 and 2020, we can clearly see that with an introduction of HR department along with its processes and procedures, the level of satisfaction raised from 74,1% to 95%. Thus, we conclude that there is no problem with employee's job satisfaction.

Businesses require structure to grow and be profitable. Planning the structure ensures there are enough human resources with the right skills to accomplish the company's goals [11], and ensures that responsibilities are clearly defined [9]. Since the first time of establishing MS structure it has gone through some reorganization phases. To the present moment, the Company consists of six departments with five subordinate departments that closely cooperate with each other. Each person has a job description that outlines duties, and each job occupies its own position on the company organization chart. Bitrix24 (that helps the Company manage communication needs, cover all organizational moments, monitor and evaluate the tasks fulfillment and effectiveness of the personnel, etc.) holds the organizational structure indicating every single employee with their own job position, so each and every has an access to it. To the present moment organizational structure is the following:



Draw. 1.1. MS company organization chart, 2020

At the beginning of every year a strategic session with SWOT analysis takes place, as it helps to assess the Company's current position before top management decides on any new strategy. MS SWOT analysis (was first conducted while considering HR strategy) is intended to specify the objectives of the business strategy for the accounting year and identify the internal and external factors (favorable/unfavorable) to attaining those objectives. Data from SWOT analysis helped to see a clear picture of an overall situation and proved to be a useful strategic planning technique in personnel planning.

Table 1.5. Strengths.

<b>Strengths:</b>	<b>impact</b>
The biggest stuff of the certified employees	10
12 years of experience	2
more than 600 permanent customers	7
status 1C service center	3
client orientation	7
reputation, positive feedbacks from the clients	20
quality of services	15
cost of software	4
ISO status	7
strong corporate culture	10
geographic location	3
universality of specialists	7
Established relationships with suppliers	5

Table 1.6. Weak points.

<b>Weak points</b>	<b>impact</b>
--------------------	---------------

lack of specialists in specified 1C products	25
communications between departments	5
general lack of specialists	10
lack of time for increasing qualifications of specialists	15
insufficient decision making reaction	10
weak marketing strategy	15
critical errors in the code due to absence of testing	20

Table 1.7. Opportunities.

<b>Opportunities</b>	<b>impact</b>
conduction of training courses	20
conduction of thematic seminars	20
exchange of experience between employees	15
development of additional functional	20
new customer groups servicing	10
Processes' optimization and binding to the system's functionality	15

Table 1.8. Threads.

<b>Threads</b>	<b>impact</b>
State policy	15
High competitiveness	30
Lack of specialists in 1C sphere	35
Economic factor	10
Reluctance of account managers to give tasks to certain specialists	10



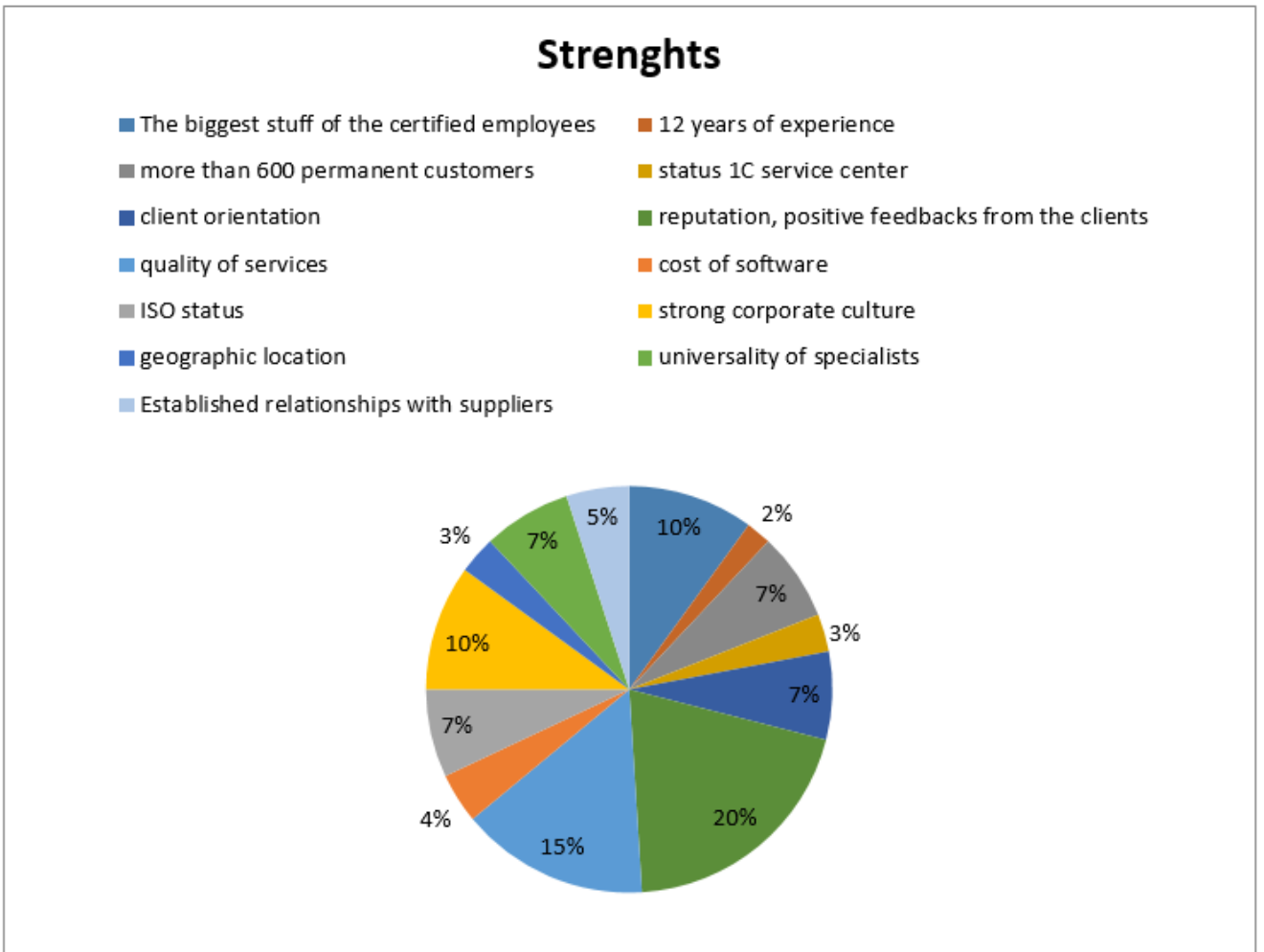


Diagram 1.4. Strenghts.

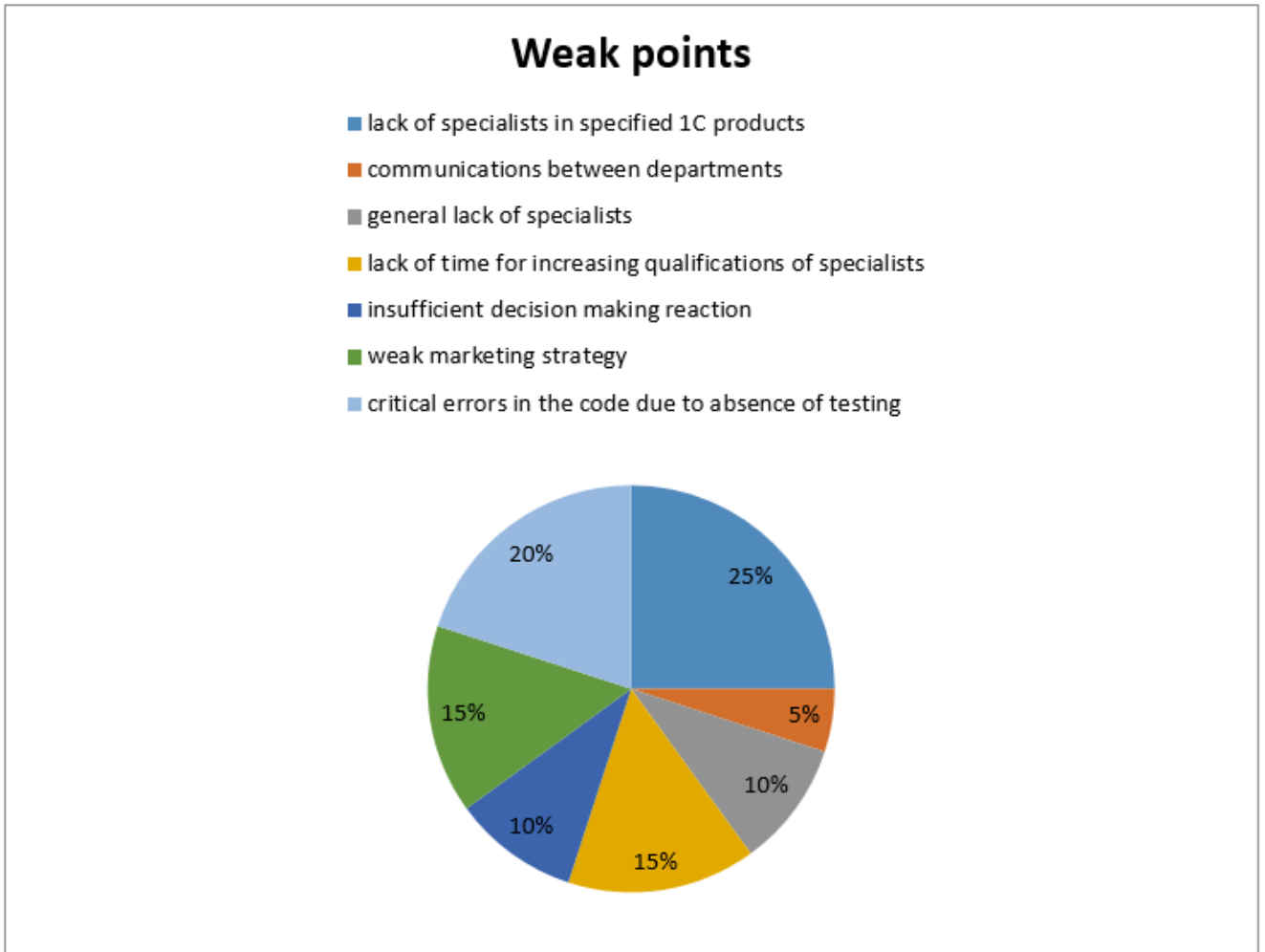


Diagram 1.5. Weak points.

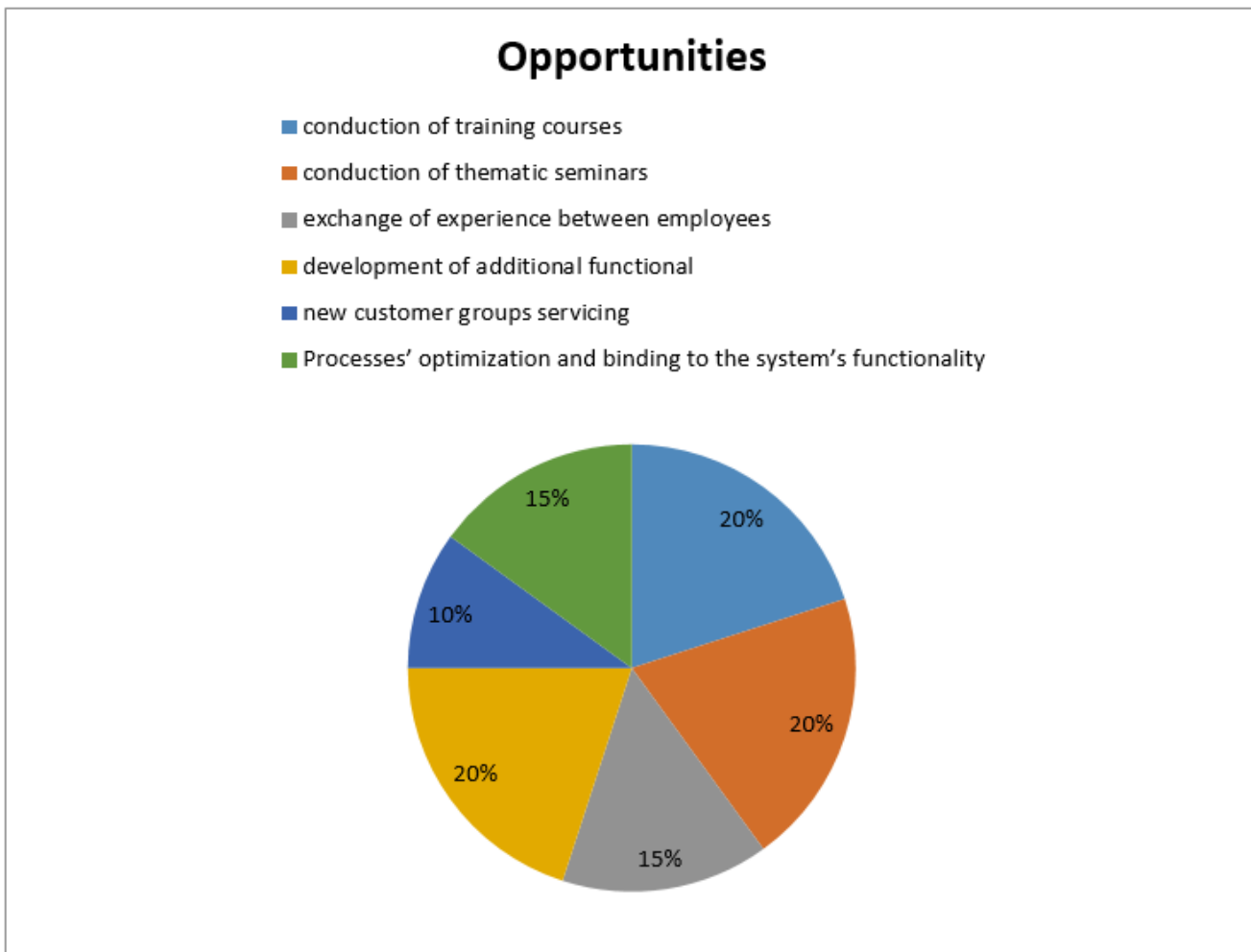


Diagram 1.6. Opportunities.

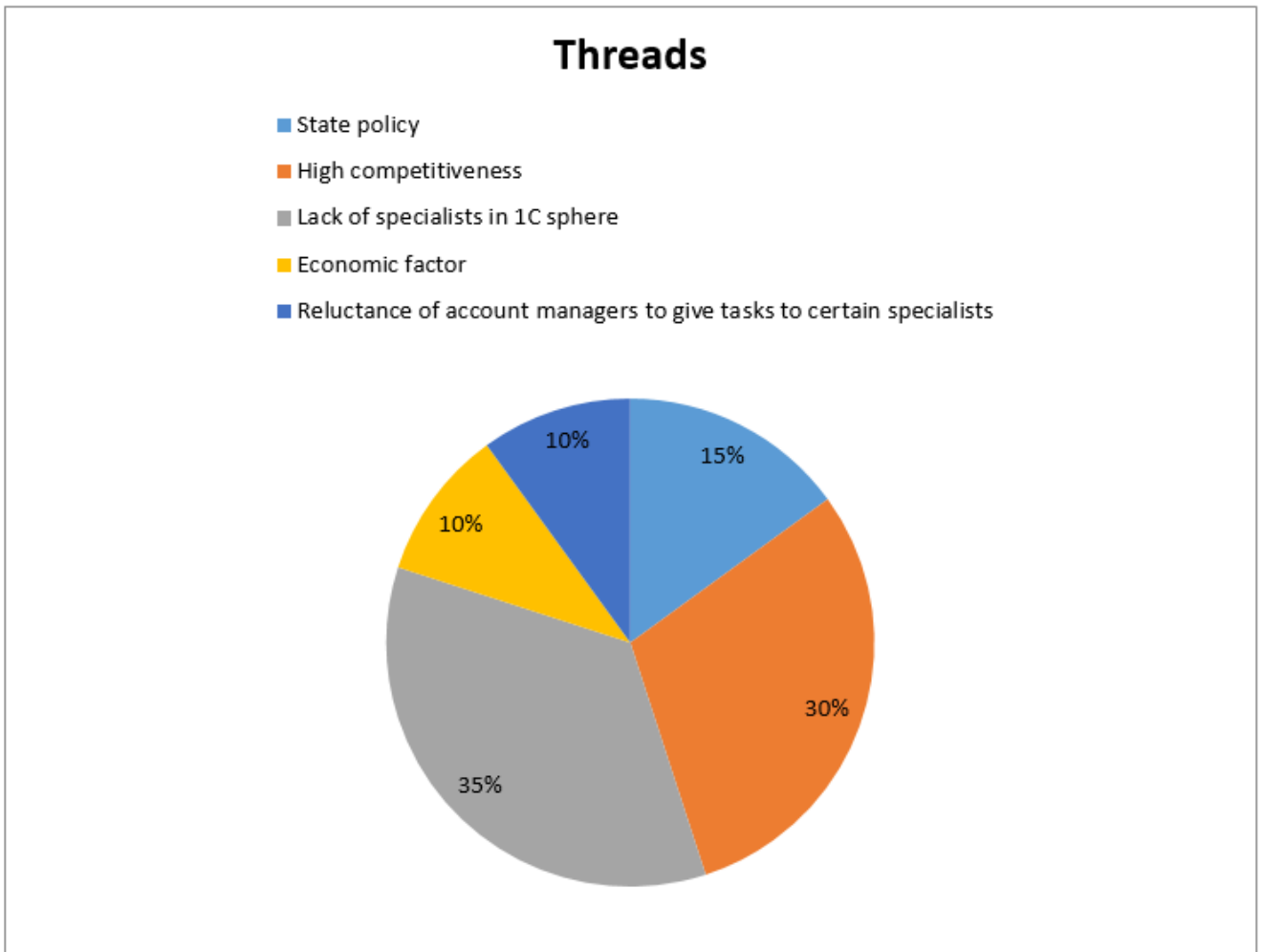
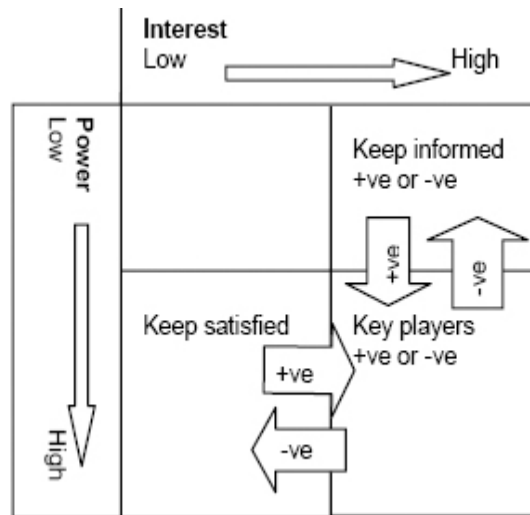


Diagram 1.7. Threads.

### **1.2. Media Service personnel: from recruitment to training program**

As, according to the strategic elements of the Company, there is an urgent need to increase a number of 1C programmers in the time of their dramatic scarcity on the market, talent acquisition initiatives are called to be the main source of “upbringing” trainees into junior 1C programmers in the Company in order to support its strategy and the one that would benefit its stakeholders. Talent acquisition stakeholders were defined according to the following matrix:



Draw. 1.2. Stakeholders' matrix [26].

It was necessary to conduct the stakeholder analysis to understand their environment and to prioritise management resources [5]. The level of power and interest each individual stakeholder has to influence the project was considered.

Having considered the concept of talent acquisition initiatives, the following stakeholders were plotted on a Stakeholders' matrix:

Table 1.9. Stakeholders' table.

Stakeholders	Benefits of 1C talent acquisition initiatives	Level of power	Level of interest
Owners	Increased productivity, loyal employees, qualified and motivated; money in-flow	high	high
Main personnel	Professional development and training possibilities, increased job satisfaction	low	high

Top management	More productive middle and senior programmers. More engaged, patriotic and loyal employees to support Company's mission. Increased professional development. New operational paths (mentorship, leadership).	high	high
HR	Impact on business outcomes Career opportunities and professional development	high	high
Trainees	Career possibilities Professional development Work in one of the best 1C IT companies in Western Ukraine	low	high

MS Stakeholders showed that key players in talent acquisition project are owners, top management and HR. Due to this analysis two strategies were outlined:

1. Key players were supposed to be provided with information to maintain their support; be consulted with, prior to taking project decisions; be met with regularly; be involved with and seek to build their confidence in the project and the team.

2. Trainees and main personnel: maintain their enthusiasm and interest in the project; provide them with information, invite them to presentations, involve them as much as resources allow; seek their input and opinion where possible.

MS Stakeholders focus on this project management as they understand, recognize, and agree that growth constraints are due to a lack of specialists. Their engagement is revealed in providing support about the project and responsibility, as project governance is the key of project success.

Key benefit of stakeholder' analysis is that it helps bring understanding to a situation and therefore helps talent acquisition project, along with its managers and teams to manage and communicate with stakeholders in the most effective way, enabling them to concentrate resources where maximum benefit will be derived and informing communications planning for the project.

### **1.3. Overview of best practices in talent acquisition**

Training is defined as any planned activity to transfer or modify knowledge, skills, and attitudes through learning experiences [21]. The earliest history of training and development and organization development is rooted in the origins of education itself. An examination of the history of education from the beginning shows a continuum of human progress from “survival-driven learning to ... to the job skills training and ... leadership development programs and the training of teams; and, finally, to the development of individuals, organizations, and communities for a variety of work-related purposes [22, pp. 1-47, 24 p. 1]. Human capital theory (by Becker G.) catalyzed its subsequent application to education, training, and employee selection – it provided the basis for the perspective that training is an investment in employees and productivity rather than a cost [4]. With roots in the 1980s, the perception of employee training as a value-added function today still depends on the ability to demonstrate its return on investment, especially during periods of reduced business spending [24, p. 4].

There are two basic approaches to implementing a training program - training center and individual program: first is centered on the trainer, who controls learning

contents and experiences; second is centered on the learner, with the trainer acting as a guide and providing resources [6]. This approach assumes that people are able and willing to learn if they are given the proper materials in an atmosphere that is conducive to learning. This method is preferred because it is participatory, learners' experiences are shared, and participants have more freedom to learn at their own speed.

Training alone is often not sufficient to performance [7]. Improved performance, changed attitudes, and new skills acquired during training may need to be complemented by and maintained through continuing education, supportive supervision, and adequate motivational incentives [21]. This leads to the need of high-skilled specialists' supervision and mentoring. Monitoring and evaluation to assess the performance and progress of the participants is one of the trainer's key roles. These assessments should be done as formative evaluations while the course is in progress (for midcourse adjustments and fine-tuning), as summative evaluations at the end of the course (to make the course better in the future), and as periodic follow-ups after the training is over to monitor outcomes and assess the continuing performance of the trainees. The training outcomes should be measurable, performance-based, and directly related to the objectives of the training program [3].

Another issue that needs a thorough theoretical examination in the given paper is risk management. Risk and uncertainty surround every human activity and influence everything we do. Risk management approach helps to ensure that risks are effectively identified, analyzed and controlled, and that newly emerging risks can be spotted while there is still time to do something about them. Risk management therefore becomes a continuing activity in project development, from inception and throughout the life of the project. The project management practices, generally, recognized that the consequences of risks directly affect the success of the project [1, p. 33].

The benefits of applying risk management approach include:



- avoidance of wasted work, because of the iterative nature of the process;
  - consideration of opportunities as well as threats;
  - improvement of the credibility for the project;
  - consistency with approaches to risk management in the project sponsor's organization;
- greater confidence for stakeholders;
  - recording and communication of "lessons learned" [18].

Risk Management aims to achieve better financial returns for sponsors, investors and lenders, and help to improve the consequences of projects [19].

Next stage of our research required data analysis. Data collection is one of the most important stages in conducting any research. One can have the best research design in the world but if not to collect the required data it will be not possible to complete any project. Data collection is a very demanding task which needs thorough planning, hard work, patience, perseverance to complete the task successfully. Data are organized into two broad categories: qualitative and quantitative [23, p. 202].

Qualitative data are mostly non-numerical and usually descriptive in nature. This means the data collected are in the form of words and sentences. Quite often such data captures feelings, emotions, or subjective perceptions of something. Qualitative approaches aim to address the 'how' and 'why' of a project and tend to use unstructured methods of data collection to fully explore the topic. Different methods are used in qualitative research. The most common are interviews, focus group discussions, observational methods and document analysis. Combining two or more data collections methods, for instance interviews as well as focus groups enhances the credibility of the study [17]. Moreover, qualitative approaches are good for further exploring the effects and unintended consequences of a program. Qualitative data collection methods play an important role in impact evaluation by providing

information useful to understand the processes behind observed results and assess changes [23, p. 203].

Quantitative data is numerical in nature and can be mathematically computed. Quite often such data includes measurements of something. Quantitative approach addresses the ‘what’ of a project [23, p. 203]. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through measurable polls, measurable questionnaires, measurable and surveys [15]. If surveys in qualitative approach are open-ended, in quantitative approach they are closed-ended [23, p. 201]. Accurate and appropriate analysis of research findings is an inherent component of any research that ensures data integrity.

Another stage of a Master’s Diploma theoretical background that needed through understanding is project mapping. Project maps are a way of visually exploring or presenting the data in a project [8]. Project maps are made of shapes that represent the different items in a project and connectors which show links between items. The project map is a graphical, high level overview of the project's goals and deliverables presented on a timeline. Unlike the project plan where details are fleshed out, the map is simple and free of minutiae [29]. This makes the project map a useful tool for managing stakeholder expectations, as well as for communicating plans and coordinating resources with other teams.

In order to ensure that talent acquisition program has to be a success it important to understand all the elements of building a curriculum that, without some specific knowledge would be impossible. This led to the need of another theoretical background examination.

The curriculum development process systematically organizes what will be taught, who will be taught, and how it will be taught. Each component affects and interacts with other components. Essential considerations for curriculum development include:

1. issue/problem/need to be identified (issue → what),
2. characteristics and needs of learners (target audience → who),
3. changes intended for learners (intended outcomes/objectives → what the learners will be able to do),
4. the important and relevant content → (what),
5. methods to accomplish intended outcomes → (how),
6. evaluation strategies for methods, content, and intended outcomes (What works?) [26].

There are some certain universal phases in curriculum development, like: 1. planning; 2. content and methods; 3. implementation; 4. evaluation and reporting. The planning phase lays the foundation for all of the curriculum development steps. Content and methods phase determines intended outcomes (what learners will be able to do after participation in curriculum activities), the content (what will be taught), and the methods (how it will be taught). Implementation should be as well carefully planned and scheduled in order to ensure that the whole process's integrity. Evaluation is a phase in the curriculum that implies that evaluations are undertaken to measure and report on the outcomes of the curriculum; reporting is "delivering the pay off" to key shareholders. The theoretical background helped greatly in 1C curriculum creation [16].

The last issue that needed rigorous study in our paper was cost benefit analysis. In business today, it's essential to get the most out of every idea, option, and investment. To accomplish this, many organizations use cost benefit analyses to help make important decisions. Using a cost benefit analysis can help in identification the highest and best return on an investment based on the cost, resources, and risk involved – it is the foundation of the decision-making process across a wide variety of disciplines [2]. In business, government, finance, and even the nonprofit world, cost benefit analysis offers unique and valuable insight. A cost benefit analysis is defined as

a process by which organizations can analyze decisions, systems or projects, or determine a value for intangibles. The model is built by identifying the benefits of an action as well as the associated costs, and subtracting the costs from benefits. When completed, a cost benefit analysis will yield concrete results that can be used to develop reasonable conclusions around the feasibility and/or advisability of a decision or situation [13]. CEOs rely on cost benefit analysis to support decision making because it provides an agnostic, evidence-based view of the issue being evaluated—without biases or any kind of influences. By providing an unbiased, clear and unclouded view of the consequences of a decision, cost benefit analysis is an invaluable tool in developing business strategy, evaluating a new hire, or making resource allocation or purchase decisions. It is worth mentioning that there is no standard format for performing a cost benefit analysis, though there are certain core elements, namely: establishment of a framework/conducting brainstorming; identification of costs and benefits so they can be categorized by type/intent; calculation of costs/benefits across the assumed life of a project; comparison of cost/benefits using aggregate information and their subsequent analysis of results [2].

Methodological basis of the work and outlined theoretical statements and issues helped to establish the background for the practical part of the given diploma paper and ensure the accuracy of the research.

In the given diploma paper modern methods of analysis are used in accordance with every single stages of the study.

## CHAPTER II. THE TRANSFORMATION PROCESS: FROM 1C TRAINING CENTER ESTABLISHMENT TO 1C INDIVIDUAL GRANT PROGRAM ESTABLISHMENT

### 2.1. 1C training center establishment (2016-2017)

The training center was established 01.10.2016, and according to the key deliverables (the number of employed, table 2), had already started to bring positive results (data on 2017):

Table 2.1. Summarizing table.

<b>Intake</b>	<b>data</b>	<b>total</b>	<b>employed</b>
1 <sup>st</sup>	01.10.2016	9	3
2d	01.02.2017	7	4

As the result of this program a Company gets a new talent junior programmer, who shares the Company's values, is highly motivated and loyal.

All the trainees that graduated from 1C training center, were admitted to the three-month internship under the supervision of the Team Leaders (as there was another HR initiative established, namely mentorship). The characteristics that were given to all trainees by their TLs as a result of a final evaluation were very positive – all of them got 9 out of 10 points (where 10 was the highest mark in all the assessment questionnaire's positions). The survey as for trainee's impression after studying in 1C training center was also conducted and it showed very positive results as well. The following five key steps considering 1C training center were outlined:

1. Identification of the problem. Stakeholders understand, recognize, and agree on the issue - growth constraints are due to a lack of specialists.
2. Articulation of the specific ambition for 1C training center and manifestation of how this relates to plans for growth and improvements within a

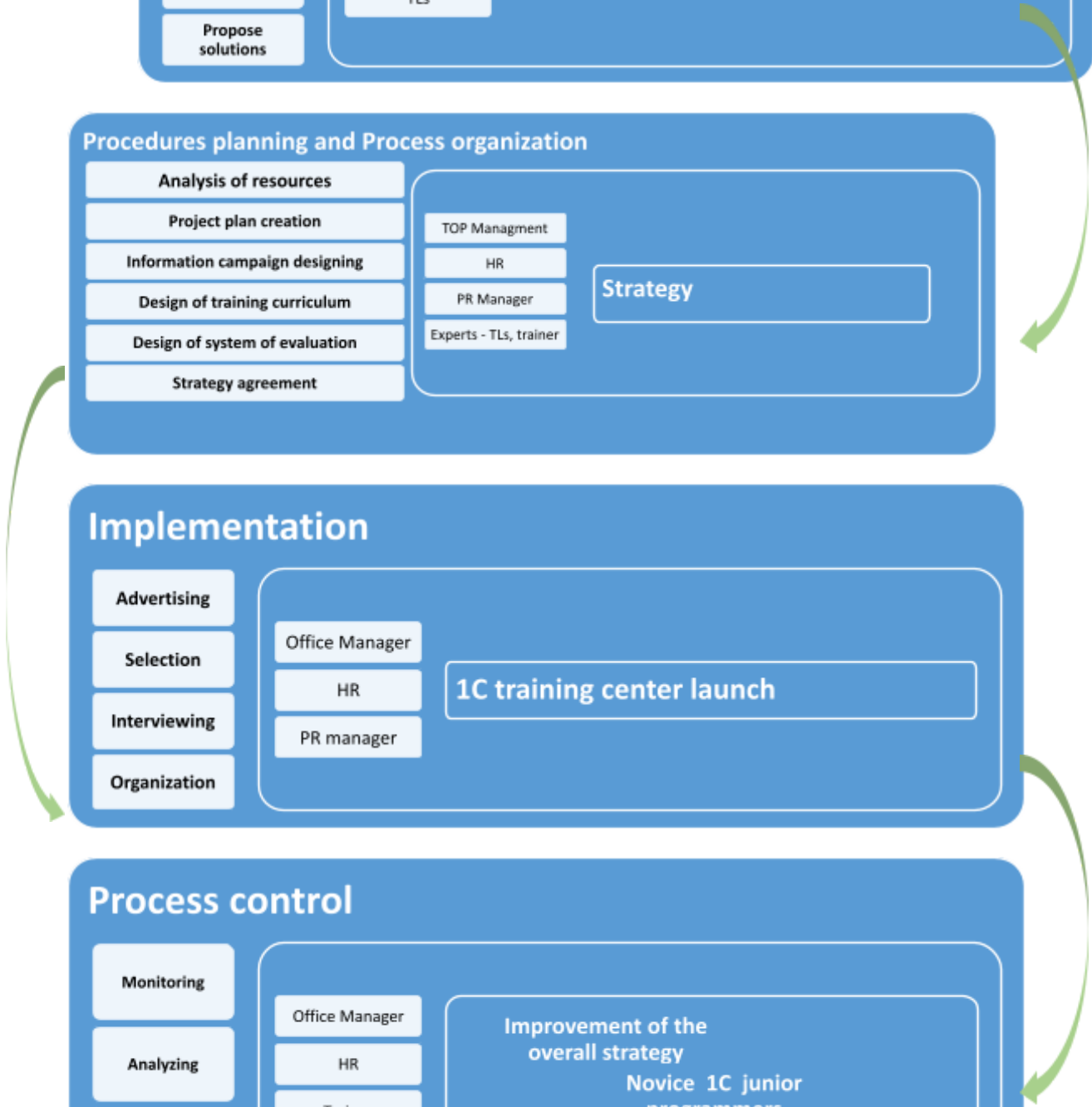
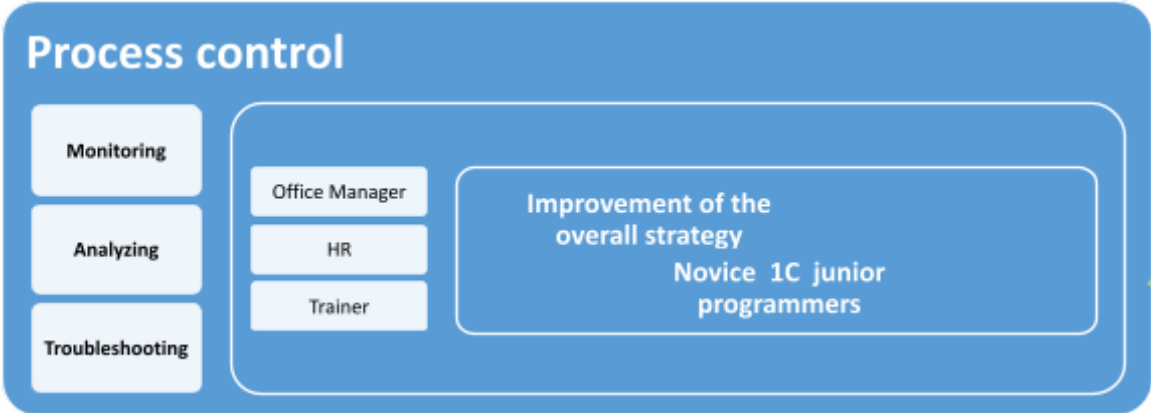
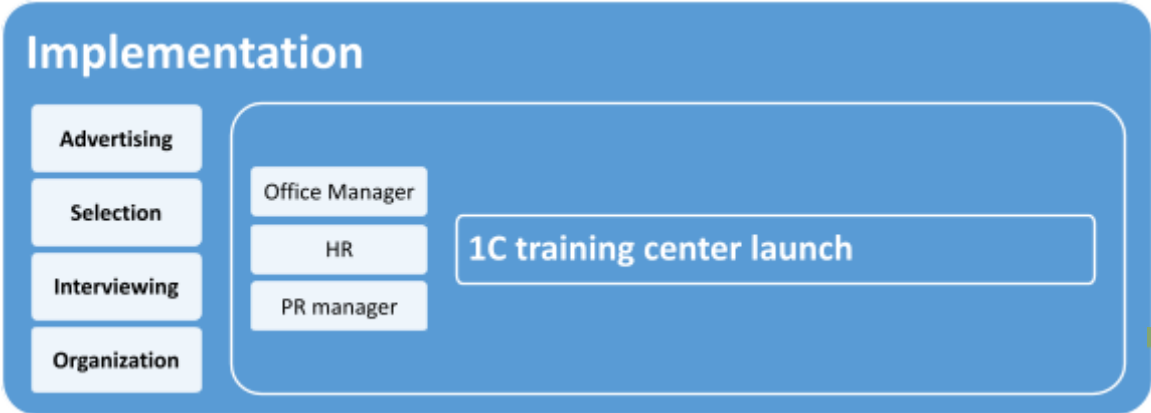
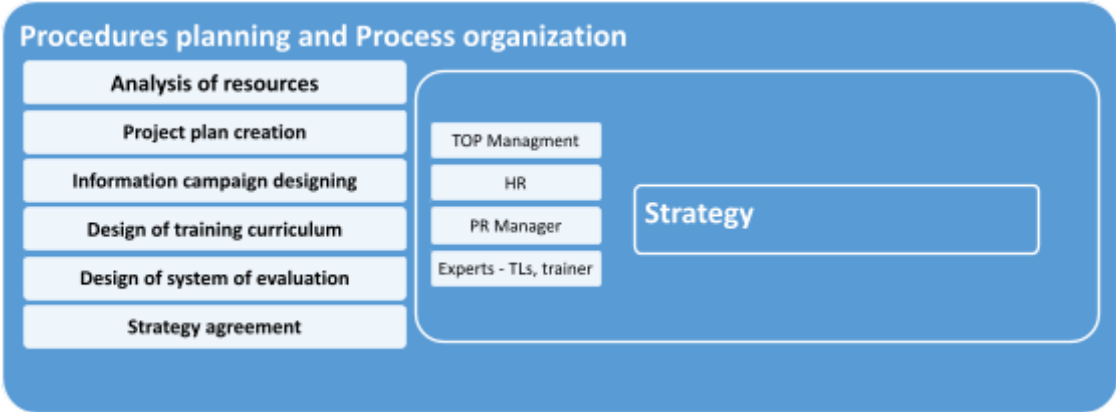
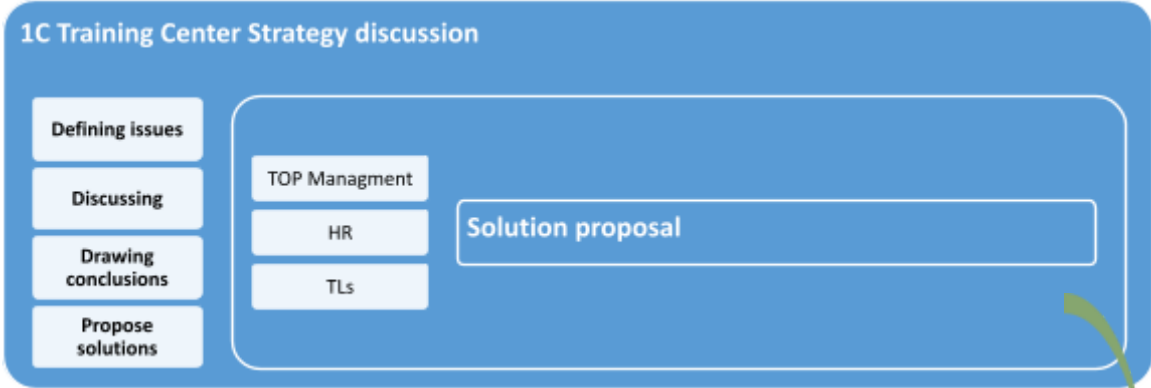
specific sector of company's life – the goal of 1C training center is clear and it provides a strong platform to solicit stakeholder support.

3. Key stakeholders' involvement - in planning, managing, and financing training. Accessing to the facilities is essential to develop the incremental innovation that drives productivity.

4. Planning on existing strengths. Building on what already exists: everything that is necessary for 1C training center launch is located in the Company.

5. Promotion of innovation and communication of the success. Innovation and productivity gains are generated through the continued practical workplace application of skills and research. Branding and communications are important within 1C training center —providing a platform for collaboration and dissemination of knowledge among employers. [21].

HR initiative in establishing 1C training center was designed to be implemented in a phased approach as shown below, within the overall HR strategy in development management. The strategy behind the phased approach is to deliver a logical progression of inter-related people, process, and programmatic outcomes that create a high-performing HR program and delivery system quickly and sustainably. The following table shows the overall approach:



The 1C training center was supposed to achieve the following objectives for the next two years (2018, 2019):

- to launch two intakes per year;
- to graduate 2-4 junior programmers per one intake.

Trainees were supposed to acquire the following basic skills:

- to possess the basic understanding of 1C Platforms;
- to reach an appropriate and sufficient level in 1C products;
- to learn how to create 1C basic accounts;
- to be prepared to the 1C Professional certification.

As a result, the Company had to get a junior specialist, who by performing the minor unimportant tasks would unload middle and senior programmers and who gradually will achieve professional knowledge in 1C programming, so within three months due to the subsequent and fixed studying program, the trainee will close min 40 hours per month (the fixed norm for the junior specialists).

As the result of graduating from 1C training center, every trainee should:

- pass successfully internal exams;
- create an account on a specific task;
- get 1C “Professional” certificate;
- get good evaluation results from a trainer and TL’s.

As indicators of the success of a venture, HR has agreed with top managers only on one key deliverable: number of 1C junior programmers employed as a result of the activity of 1C TC.

As a result of a campaign, by the end of the 2017 year there were employed seven novice 1C junior programmers.



### 2.1.1. 1C training center risk analysis

To conduct a risk analysis of 1C training center project, first it was necessary to grasp the 2 dimensions of risk:

1. Likelihood of occurrence: A = Almost certain B = Likely C = Moderate D = Unlikely E = Rare
2. Severity of consequence(s): 1 = Insignificant 2 = Minor 3 = Moderate 4 = Major 5 = Catastrophic [28].

As any project requires a critical assessment, the following risk factors were defined as a result of a top management strategic session:

- inability to train 1C trainees effectively enough;
- incompetent trainer;
- financial loses;
- hunting of novice 1C junior programmers by another company;
- trainee's drop off a program

All these factors had been carefully studied and the conclusions were drowned. Key stakeholders then analyzed each risk to determine the highest-level risks to address. Therefore, they decided to focus on taking preventive measures to eliminate the latest possibility of the negative outcome. The conclusions and preventive measure are given below:

Table 2.2. Risk factors and preventive measures.

<b>Risk factor</b>	<b>Likelihood</b>	<b>Consequence</b>	<b>Level</b>	<b>Preventive measure</b>
Ineffective training	B	4	high	Reconsidered curriculum with a backup plan
Incompetent trainer	B	4	high	Substitute trainer
Financial loses	C	3	moderate	Fixed budget

Hunting	D	3	moderate	Program of loyalty Engagement to the Corporate events Engagement to the Company's life
trainee's drop off a program	U	2	low	Proper candidates' selection and interviewing

Risk analysis involved a detailed consideration of uncertainties, hazards, consequences, likelihood, events, scenarios, controls and their effectiveness. All the preventive measures were approved and set into action. Anyway, all engaged personnel agreed on reconsidering them twice a year in order to eliminate them at the initial stage. Risk analysis helped MS to prioritize its risks and showed management the amount of money that should be applied to protecting against those risks in a sensible manner.

Due to risk management a project team could decide what further control measures they had to take to reduce the risk to an acceptable level. And it was not in vain. According to such risk factor as "Ineffective training" due to trainer's constant workload, a preventive measure, namely "Reconsidered curriculum with a backup plan", was taken into action and 1C individual grant program was produced with a modified curriculum.

### **2.1.2. 1C training center data collection**

1C training program's preparation comprised two key data collection, pre and post implementation stages. In order to evaluate objectively and to assess all the procedures and their participants a number of questionnaires was created.

During pre-implementation stage, the research on the job market in order to find out the overall situation with the skilled 1C programmers CV's was conducted

(ranging from junior to senior specialists). The findings were the following (recruiting, for the period of 01.08.2016 – 01.03.2017):

Table 2.3. Number of employed programmers (2016 –2017).

Means	Total № CV	negative	positive	Outcome
Recruitment agencies	19	19	0	0
Referral program	1	0	1	1 – employed
Job sites	49	43	6	6 - employed

The focus of this data collection tool was to clearly see both in the short-term and long-term run, the perspective on the job market on employing the skilled 1C programmers. The generated data, which was essential throughout pre implementation stage (1C training center Strategy discussion), helped to verify the assumptions as for the negative future situation on the job market. This data collection method helped as well to *sell* HR concept of launching 1C training center.

The focus of the data collection on the post-implementation stage was to assess total number of candidates, their acceptability, see the tendency in a number of candidates, the correlation between positive-negative cases in order to plan the next intakes accordingly, draw the overall conclusions relevant to 1C training center (launch of 1C trainings, two intakes 01.08.2016, 01.03.2017):

Table 2.4. Data for two intakes.

Means, period	Total № of candidates	Negative (refusal)	Positive (admission)	Outcome employed
Candidate interviewing	136	120	16	7
1 <sup>st</sup> intake	60	51	9	3
2d intake	76	69	7	4

As the result of 1C training center' launch, the Company gets a new talent junior programmer, who shares the Company's values, is highly motivated and loyal, according to the results of evaluation of the Team Leaders, with whom novice junior programmers work. The focus of the interviewing mentors was to get the characteristic on trainees as for the candidates on a position of 1C junior programmer:

Table 2.5. Consolidated data on trainees' soft and hard skills assessment (10 is the highest mark, 1 is the lowest).

	T1	T2	T3	T4	T5	T6	T7
loyal	10	10	10	10	9	9	10
motivated	9	10	9	10	9	10	10
determination to work in the company	9	9	8	9	8	10	9
level of knowledge	10	10	9	9	9	7	8
engagement to the corporate life and events	9	8	9	8	7	8	9
1C competences	9	10	10	9	8	8	7

The focus of the interviewing trainees was to assess the 1C training program itself, identify gaps in the program, catch any mistakes in order to improve the program and to make it more effective, so the Company will not bare financial losses:

Table 2.6. Evaluation of 1C training program.

	T1	T2	T3	T4	T5	T6	T7
Training program	10	9	9	9	10	9	9
Quality of lectures	9	9	8	8	9	10	7

Case studies	7	9	7	8	8	9	10
Self-work	8	9	8	9	9	8	8
Discussions	8	8	9	6	10	9	9
Materials	9	6	7	8	7	9	8
Organization	7	7	9	9	8	10	7

### 2.1.3. 1C training center project map

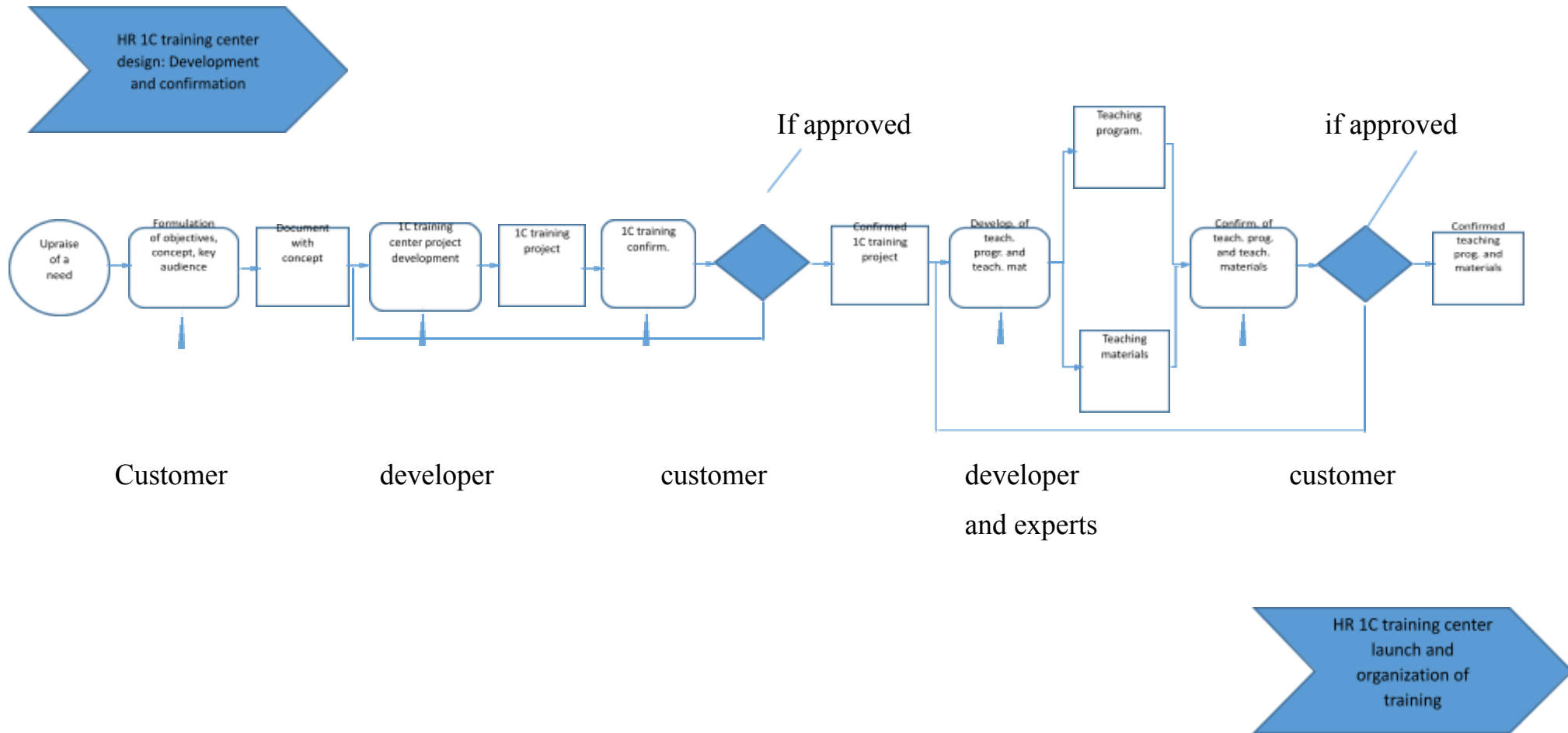
We have visualized all the project from the beginning to end, by means of drawing the whole business process of creating a 1C training center. It served as a roadmap for everyone engaged in the process [20]. It helped not to get off-target, it gave the understanding of a brand-new for the Company activity in an extremely deep way before actually starting it and an was an ideal way to make sure that everyone engaged was aligned with the current and future plans for establishing 1C training center. Constructing a business plan proved to be a valuable tool for:

1. Making more money for the Company;
2. Saving time of the stakeholders;
3. Keeping a project team on track and make it easier to be successful;
4. Giving a project team a chance to make mistakes on paper;
5. Creating additional foundation for our Company's development;

During concept's analysis project map helped to see the data holistically and gain greater understanding of the project; identify connections between project items; find out if there are gaps or isolated items so some additional data may be required; mark a point in time or a milestone; make predictions from the data.

During development project map helped to make prompt analytic reflections and review the links between the given data; develop causal hunches—If this happened, maybe it was because...





### 2.1.4. 1C training center curriculum

1C training center curriculum included the following elements: identified issue, target audience needs, intended outcomes/objectives, methods, evaluation and reporting strategy:

Table 2.7. Elements of 1C training program.

issue	target audience	outcomes/objectives	methods	Evaluation/reporting
1C training curriculum	1C trainees	1.basic understanding of 1C Platforms; 2.appropriate and sufficient level in 1C products; 3.creation of 1C basic accounts; 4.be prepared to the 1C Professional certification.	1.brainstorming 2.case study; 3.demonstration 4.discussion; 5.distance learning; 6.e-learning; 7.group exercise; 8.lectures	1.good internal examination results; 2.get a Certificate “1C Professional on Platform”; 3.create an account on a specific task; 4.get good evaluation results from a trainer and TL’s.

A planned sequence of instruction in 1C training program was developed incorporating the planned interaction of trainees with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Among the methods used in 1C training center the following ones were outlines that the main ones:

1. Brainstorming: Trainees are encouraged to contribute any suggestion on a given subject, initially with no criticism, but later with a sifting and assessment of all ideas.



2. case study: A real situation is presented in a brief paper or presentation, then analyzed by trainees.
3. demonstration: A trainer shows trainees how and what should be done while explaining why, when, and where an action is taken; trainees then perform the action.
4. discussion: A method in which the trainees learn from one another, usually with guidance from a trainer.
5. distance learning: A system designed to build knowledge and skills of learners who are not physically on-site to receive training. Trainer and trainees may communicate at times of their own choosing by exchanging printed or electronic media or through technology (Bitrix24) that allows them to communicate in real time.
6. e-learning: Trainees interact with their trainer through the use of some of the many electronic, computer-based learning materials that are now available, ranging from e-materials to Web-based systems.
7. group exercise: Trainees undertake an activity together, followed by a critical analysis of the process involved.
8. lecture: A direct talk with or without learning aids but without group participation.

The purpose of the curriculum is to form a holistic understanding among trainees about the methodology for the development, support and implementation of applied solutions based on the 1C: Enterprise 8.3 platform.

Surveys on assessment ‘1C trainer’, ‘1C trainee’, ‘1Ccurriculum’, ‘1C training center’ were conducted in order to improve the performance of the whole project.

### **2.1.5. 1C training center cost-benefit analysis**

A cost-benefit analysis was the most important element of the whole project as was used to measure the benefits of a decision to launch 1C training program minus

the costs associated with taking this action. A cost-benefit analysis of 1C training program involved measurable financial metrics, the most important for key stakeholders, such as costs saved as a result of the decision to pursue a project.

These index ratios show the expenditure and final financial profit of launching 1C training center:

Table 2.8. Cost calculations for first intake.

<b>1st intake cost calculations of 1C training program to Company's own needs</b>	<b>sum</b>
Duration of one course, UAH	<b>42</b>
Number of lessons	<b>16</b>
Number of candidates, per.	<b>60</b>
Number of candidates enrolled, per	<b>9</b>
Number of trainees employed after graduation from 1C training center	<b>3</b>
<b>Expenditure:</b>	
Trainer's salary, one intake	<b>5500</b>
Room rent, UAH.	<b>2500</b>
Rent of computer equipment, UAH.	<b>2300</b>
Advertisement, UAH	<b>1200</b>
Expenditure on selection (tests, interviews), UAH	<b>1500</b>
<b>Total expenditure, UAH.</b>	<b>13000</b>
<b>Cost for training one 1C programmer, UAH.</b>	<b>4340</b>
Cost of recruitment agency on selection 1C junior programmers (one month basic salary) UAH.	<b>8000</b>
<b>Economy on 1 programmer, UAH</b>	<b>3660</b>
<b>Economy on 3 programmers, UAH.</b>	<b>10980</b>

Table 2.9. Cost calculations for second intake.

<b>2d intake cost calculations of 1C training program to Company's own needs</b>	<b>sum</b>
Duration of one course, UAH	<b>42</b>
Number of lessons	<b>16</b>
Number of candidates, per.	<b>76</b>
Number of candidates enrolled, per	<b>7</b>
Number of trainees employed after graduation from 1C training center	<b>2</b>

<b>Expenditure:</b>	
Trainer's salary, one intake	<b>5500</b>
Room rent, UAH	<b>2500</b>
Rent of computer equipment, UAH	<b>2000</b>
Advertisement, UAH	<b>1500</b>
Expenditure on selection (tests, interviews), UAH	<b>1500</b>
<b>Total expenditure, UAH</b>	<b>13000</b>
<b>Cost for training one 1C programmer, UAH</b>	<b>3250</b>
Cost of recruitment agency on selection 1C junior programmers (one month basic salary) UAH	<b>8 000</b>
<b>Economy on 1 programmer, UAH</b>	<b>4750</b>
<b>Economy on 2d programmers, UAH.</b>	<b>9500</b>

The total calculations as for the work done show that:

Table 2.10. total calculations for two intakes.

<b>Total calculations for two intakes</b>	<b>Total sum</b>
Cost for training 5 1C programmers, UAH	<b>26020</b>
Cost of recruitment agency on selection 5 1C junior programmers (one month basic salary) UAH	<b>40000</b>
Economy on 5 programmers, UAH	<b>29980</b>

A cost-benefit analysis was conducted to estimate the value against the cost of a decision of launching 1C project. Cost-benefit analysis proved to be a logical way of making a final decision based on the probable outcomes of its associated actions.

## **2.2. Individual grant program establishment (2019-2020)**

Due to a risk factor as “Ineffective training”, namely trainer’s constant workload, a preventive measure has been taken into action and transformation of 1C training center has been initiated (preventive measure “Reconsidered curriculum with a backup plan”). As the result, a decision to establish an individual grant program has been made, with its own curriculum based on 1C training center’ curriculum. The

following five key steps [21] considering specialist skills training individual grant program have been outlined:

1. Problem's identification. Stakeholders understand, recognize, and agree on the issue - steady workload of a trainer that hampered the further fruitful activity of 1C training center, and still there were some growth constraints due to a lack of high-level specialists.

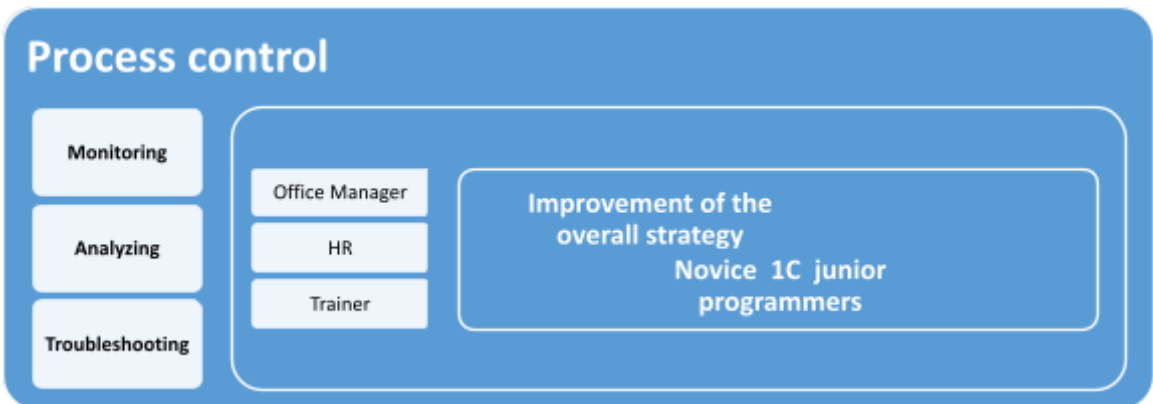
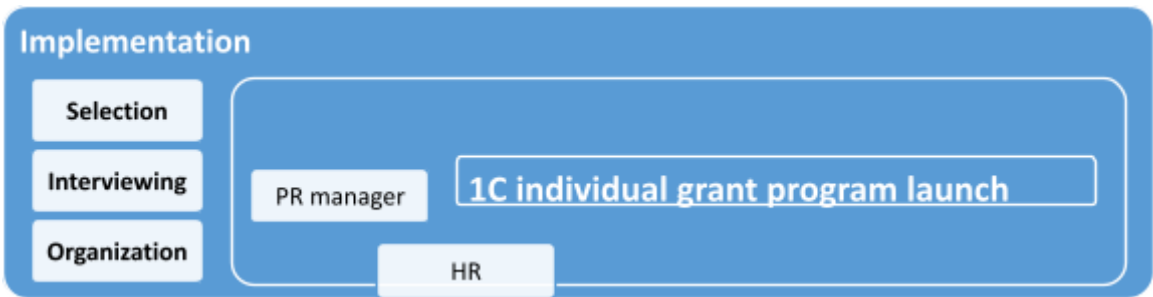
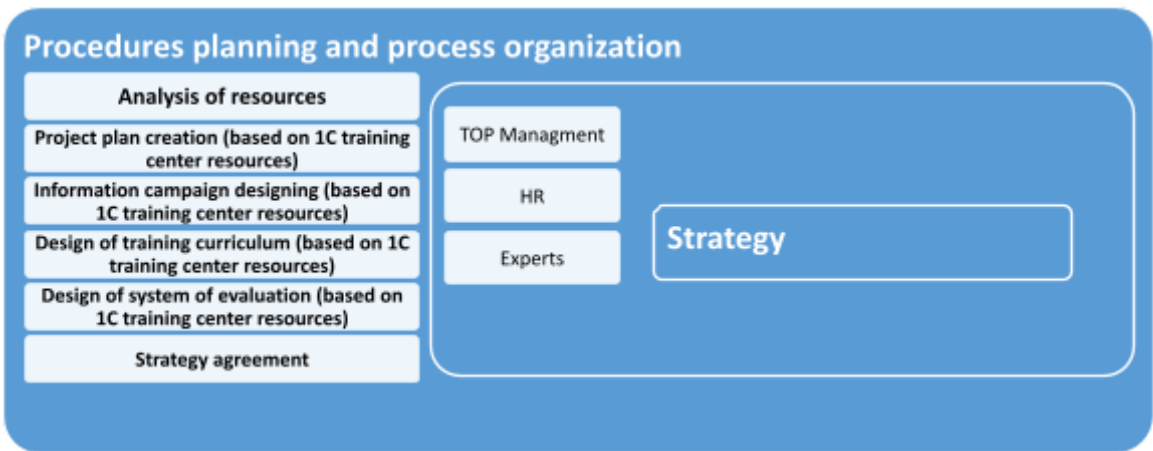
2. Articulation of a purpose for a transformation process – an importance of an individual grant program establishment and manifestation of how this relates to plans for growth within a specific sector of company's life – the goal of the grant program is clear and it provides a strong platform to solicit stakeholders' support.

3. Engagement with key stakeholders. Their involvement in planning, managing and assistance.

4. Planning on existing MS strengths. Building on what already exists in the Company - the facilities are located in the company.

5. Communication of the success. Innovation and productivity gains are generated through the continued practical workplace application of skills and research. Branding and communications are important within specialist skills training grant program —providing a platform for collaboration and dissemination of knowledge among employers.

HR initiative in establishing 1C training grant program has been designed to be implemented in a phased approach as shown below, within the overall HR strategy in development management. The strategy behind the phased approach is to deliver a logical progression of inter-related people, process, and programmatic outcomes that create a high-performing HR program and delivery system quickly and sustainably. The following diagram shows the overall approach:



### 2.2.1. Individual grant program risk analysis

Based on a 1C training center risk analysis, there was work on improvements and re-evaluation of risks. Due to workload of a trainer, a back-up plan, namely “1C training center transformation” has been initiated. Anyway, this new project required a critical assessment as well, so as a result of a brainstorming session the following risk factors have been outlined:

- Incompetent trainer;
- Financial loses;
- Hunting of novice 1C junior programmers by another company;
- Trainee’s drop off a program;
- Trainer’s workload.

To conduct a risk analysis of a transformation project, first it was necessary to grasp the 2 dimensions of risk:

1. Likelihood of occurrence: A = Almost certain B = Likely C = Moderate D = Unlikely E = Rare
2. Severity of consequence(s): 1 = Insignificant 2 = Minor 3 = Moderate 4 = Major 5 = Catastrophic [28].

All these factors have been carefully discussed, evaluated and the conclusions were produced. Therefore, HR decided to focus on taking preventive measures to eliminate the latest possibility of the negative outcome. The conclusions and preventive measure are given below:

Table 2.11. Risk factors and preventive measures.

Risk factor	Likelihood	Consequence	Level	Preventive measure
Incompetent trainer	B	4	high	Substitute trainer
Financial loses	C	3	moderate	Fixed budget

Hunting	D	3	moderate	Program of loyalty Engagement to the Corporate events Engagement to the Company's life
trainee's drop off a program	U	2	low	Proper candidates' selection and interviewing
Trainer's workload	A	4	high	Fixed lecturing schedule with TLs

All the preventive measures have been approved and set into action. Anyway, a project team have agreed on reconsidering them before admission of a new trainee to an individual grant program in order to eliminate the risk factors at the initial stage. Risk management helps a dedicated project team to recognize and understand how managing 1C individual grant program risks benefits them, their performance and their project. Only then it is possible to make precise and powerful decisions on behalf of the 1C transformation project, driving actions that work in the real situation.

### 2.2.2. Individual grant program data collection

1C individual grant program's preparation comprised several key data taken from interviews, questionnaires and observational method – number of employed programmers, situation on 1C job market, a number of candidates for 1C individual grant program and assessment of selected candidates for 1C individual grant program.

In the first case, a research on the job market has been conducted in order to find out the overall situation with the skilled 1C programmers CV's (ranging from junior to senior specialists). The findings were the following (recruiting, for the period of 01.03.2017 – 01.03.2020):

Table 2.12. Number of employed programmers (2017-2020).

Means	total № CV	negative	positive	employed
-------	------------	----------	----------	----------

Recruitment agencies	36	34	2	1
Referral program	4	0	2	2
Job sites	183	155	28	28

The focus of this data collection tool was to clearly see both in the short-term and long-term run, the perspective on the job market on employing the skilled 1C programmers. The generated data helped to verify the assumptions as for the negative future situation on the job market in 1C sphere.

The focus of the interviewing candidates was to assess their acceptability before final admission to 1C individual grant program (01.05.2019-01.03.2020):

Table 2.13. Number of candidates for 1C individual grant program (2019-2020).

<b>Means</b>	<b>total № CV</b>	<b>refused</b>	<b>accepted</b>
Referral program	3	1	2
Job sites	25	21	4

Data collection methods helped to analyze and interpret data and to act on results accordingly. Basic data collection needs were to rely on internal expertise and existing resources to interpret the meaning of gathered data. Quantitative and qualitative information provided a solid basis for creating an effective action plan designed to achieve strategic organizational human resources identified through the data collection process. HR, who was responsible for data collection, felt that information to develop an action plan was sufficient, and proposed considering the following elements:

1. a summary of the results of the analysis and interpretation of the data;
2. identification of existed or probable barriers/gaps/opportunities;



3. steps to be taken to address these barriers/gaps/opportunities with the present and future perspective;
4. realistic, attainable goals with short-term and longer-term timelines;
5. input sought from stakeholders;
6. the way progress in meeting set goals will be monitored/evaluated/reported.

It also contributed HR to *sell* the concept of transforming 1C training center's into 1C individual grant program [27].

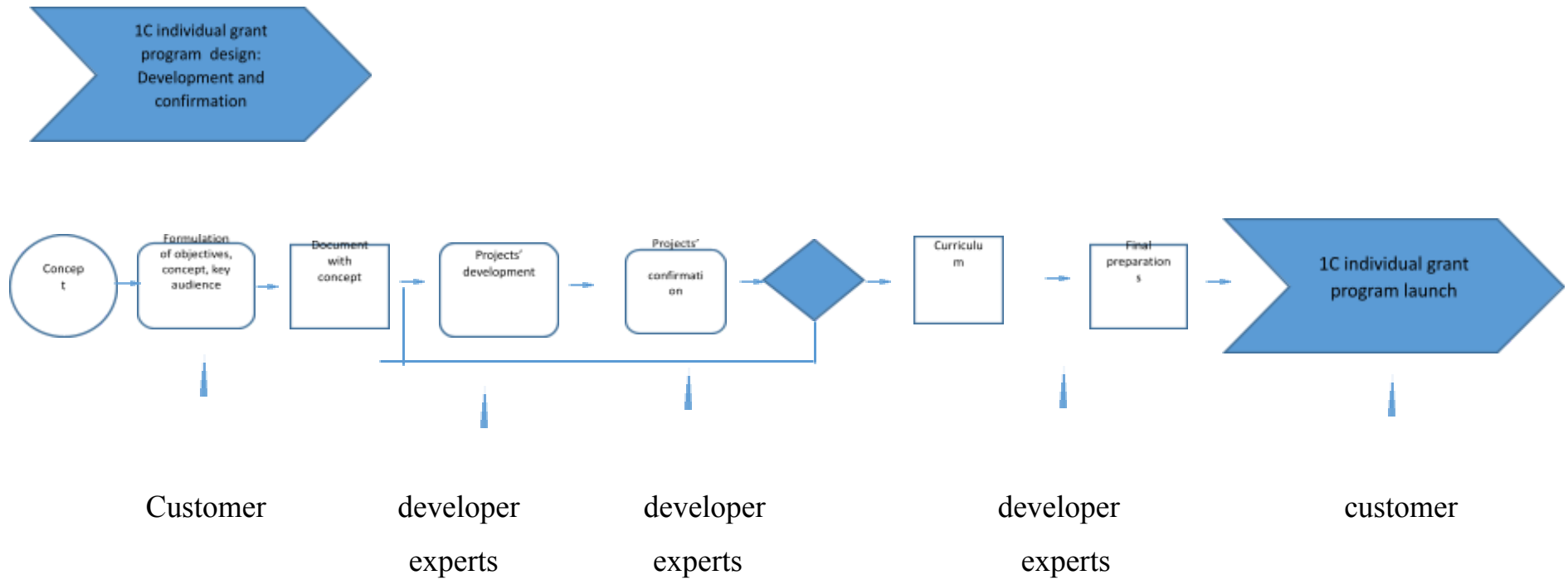
### **2.2.3. Individual grant program project map**

The 1C transformation project was visualized with aiming at being a roadmap for a project team. It was reconsidered and reframed from 1C training center project and proved to be a useful tool resulting in saving time. It helped a project team to collate all the ideas and potential tasks for the transformation project. A project team adopted an approach that gave the possibility to capture and share new ideas, information, and feedback from everyone involved in real time and come up with useful solutions faster. It gave a graphic overview of the detail and status for every time-critical task attached to project teams' mission and outlined the scope, goals, and deliverables for 1C transformation project.

By taking a visual approach to planning 1C transformation process the project team was able to better structure knowledge and information, filter and communicate project priorities more efficiently, and establish and assign tasks and their associated resources on the go. Project map proved to be a valuable tool for:

3. saving time;
4. keeping a project team on track and make it easier to be successful;
5. giving a project team a chance to make mistakes on paper;
6. creating additional foundation for our Company's growth;
7. making running a project easy;

8. keeping a project team from making the same mistakes again.



### 2.2.4. Individual grant program curriculum

In individual program a current 1C training center curriculum was reviewed and modified according to the current needs (see Appendix 1). The purpose of the curriculum is to form a holistic understanding in every admitted to the grant program trainee about the methodology for the development, support and implementation of applied solutions based on the 1C: Enterprise 8.3 platform. The whole process was automatized in Bitrix-24 in order to control its efficacy. The following methods have been used:

Table 2.14. Elements of 1C individual program

issue	target audience	outcomes/objectives	methods	evaluation/reporting
1C training curriculum	1C trainees	1.basic understanding of 1C Platforms; 2.appropriate and sufficient level in 1C products; 3.creation of 1C basic accounts; 4.be prepared to the 1C Professional certification.	1.brainstorming; 2.case study; 3.demonstration; 4.Socrates method; 5.e-learning; 6.lectures; 7.simulation game	1.good internal examination results; 2.get a Certificate “1C Professional on Platform”; 3.create an account on a specific task; 4.get good evaluation results from trainers-TL’s.

**Brainstorming:** Trainee is encouraged to contribute any suggestion that they have on a given subject, initially with no criticism, but later with a sifting and assessment of all ideas.

**Case study:** A real situation is presented in a brief paper or presentation, then analyzed by a trainee.

**Demonstration:** The facilitator shows a trainee how and what should be done while explaining why, when, and where an action is taken; a trainee then performs the action.

**Socrates method:** A method in which a trainee learns from holding a dialogue with their trainer.

**e-learning:** A trainee interacts with their trainer through the use of some of the many electronic, computer-based learning materials that are now available, ranging from e-materials to Web-based systems.

**Lecture:** A direct talk with or without learning aids but without group participation.

**Simulation game:** A more advanced version of a case study, where a trainee is given more detailed information on a situation, including data sets to analyze. On the basis of their analyses, a trainee develops and defends a plan of action.

Surveys on assessment ‘1C trainers (TLs)’, “1C trainee”, “1C curriculum”, “1C individual grant program” were conducted in order to improve the performance of the whole project.

It to compare the two curriculums, they differ in a variety of teaching methods as they are called to cover different needs. Nevertheless, 1C training center program served as the foundations to 1C individual grant program being modified and improved.

### **2.1.5. Individual grant program cost-benefit analysis**

These index ratios show the expenditure and final financial profit of launching 1C individual grant program. It is necessary to mention that from a period of 01.06.2019 and till 01.03.2020 there were 6 trainees that received a grant and were employed.

Table 2.15. Cost calculations.

<b>Cost calculations of 1C individual grant program</b>	
Number of lectures (1 hr each/day)	22

<b>Expenditure:</b>	
Trainers-TLs salary	300\hr
Sum of grant	5000
Selection/interviewing	400
<b>Total expenditure, UAH</b>	<b>15300</b>
Cost of recruitment agency on selection 1C junior programmers (12% annual per basic salary) UAH	25920
<b>Economy on 1 programmer, UAH</b>	<b>10620</b>

The total calculations for the work done show the following numbers:

Table 2.16. total present calculations.

<b>Total calculations for the work done</b>	<b>Total sum</b>
Cost for training 6 1C programmers, UAH	<b>91800</b>
Cost of recruitment agency on selection 6 1C junior programmers (one month basic salary), UAH	<b>155520</b>
Economy on 6 programmers, UAH	<b>63720</b>

As a result of such an initiative the Company gets a loyal, motivated 1C junior programmer who shares the Company's values and culture and is able to close in average 40 hr by writing simple 1C reports and creating simple 1C forms.

## CONCLUSIONS

The results HR initiative to develop talent acquisition practice in either 1C training center or 1C individual grant program explicitly show that their functioning will definitely help to achieve the strategic goals of the Company, as well as benefit the stakeholders with much less financial expenses compared to the services of the recruitment agencies. Due to such a talent acquisition initiative the Company gets a loyal, motivated, talented 1C junior programmer. These people are already “brought-up” with the Company’s values. Such programmers would be difficult and expensive to get relying on a recruitment agency, hunting practice, using job sites or by any other means. All the set tasks for the project have been achieved: the constituents of 1C training center establishment process have been identified, described and summarized; all the elements of individual grant program establishment have been identified, modelled, described and analyzed as well; the transformation process, from 1C training center to individual grant program, has been traced and best practice in talent acquisition for MS has been substantiated.

Data used in a given research have been organized into two broad categories: qualitative and quantitative. Among the qualitative methods of collecting and analyzing data, the following methods have been used: focus groups, group discussions, observations, document reviews and interviews. A combination of techniques that gathers both quantitative and qualitative information yielded the most comprehensive results that contributed to decision making and were its inherent components. Another component of the overall project was risk analysis. Risk elements associated with talent acquisition programs, either 1C training center or individual grant program, influence the time, cost and quality performance of the project. Risk assessment proved to be useful and an effective technique, as only due to its analysis the Company could avoid possible projects’ failure. Its preventive measure was initiated and brought into life in a form of a transformed 1C talent acquisition program.

During concept's analysis of 1C individual grant program project map helped to see the data holistically and gain greater understanding of the project, identify connections between project items, find out if there are gaps or isolated items so some additional data may be required, mark a point in time or a milestone and make predictions from the data.

The purpose of the 1C individual grant curriculum was to form a holistic understanding among trainees about the methodology for the development, support and implementation of applied solutions based on the 1C: Enterprise 8.3 platform. 1C training center program served as the foundations to 1C individual grant program being modified and improved that resulted in less human and financial resources.

A cost-benefit analysis has been conducted to estimate the value against the cost of a decision of launching 1C project. Cost-benefit analysis proved to be a logical way of making a final decision based on the probable outcomes of its associated actions. Due to 1C training center resources, 1C individual grant program proved to be less expensive and more productive for the Company, as the trainees admitted to the grant program were able to master 1C basic platforms and write at the same time simple 1C reports unloading qualitative 1C programmers and giving them a possibility to do more complicated tasks. 1C transformation project supports and enhances the Company's strategic development. The key deliverables have been released through HR services and actions. They outlined the projects' measurable outcomes - financial results, costs, production of report and number of employed trainees.

Taking into account all the data analyzed along with the results of the conducted research on 1C training center and 1C individual grant program activity, we conclude that the transformation process helped to save money and to achieve better financial results with less costs compared to the first HR initiative. As for the productivity of all the participants on the position on 1C junior programmer, the key stakeholders share the assumption that the final results can be fully evaluated in one or



two-year-term. Despite this, all share the viewpoint that talent acquisition programs benefit the growth of the Company.

### **LIST OF LITERATURE**

1. Akintoye S. A., MacLeod J. M. Risk analysis and management in construction. International Journal of Project Management. Vol. 15, No. 1, 1997. p. 33.
2. An Expert Guide to Cost Benefit Analysis. URL: <https://www.smartsheet.com/expert-guide-cost-benefit-analysis> (10.05.2020).
3. Andriotis Nikos. 5 tips on setting realistic training objectives, 2017.
4. Becker G. S. Human capital: A theoretical and empirical analysis with special reference to education (3rd ed.). Chicago, IL: University of Chicago Press, 1993.
5. Claydon Tim, Beardwell Julie. Human Resource Management: a contemporary approach, 2007. 694 p.
6. Designing and implementing training programs. Management Science for health 2012. URL: <https://www.msh.org/sites/msh.org/files/mds3-ch52-training-mar2012.pdf>
7. Duncan K. Phillip. Current topics in organizational behavior management. New York: The Haworth Press, 1982. 119 p.
8. Edhlund Bengt, McDougall Allan. NVivo 12 Essentials, 2016. p. 331.
9. Hill Brian. The Importance of a Good Organizational Structure, 2019.
10. Information about Ltd Media Service. URL: [https://medias.com.ua/company/about\\_us/](https://medias.com.ua/company/about_us/).
11. Kalderon Ichak Adizes. Insights on Management. Adizes Institute Publications, 2011. p. 340.
12. Kalderon Ichak Adizes. Mastering Change: The Power of Mutual Trust and Respect in Personal Life, Family Life, Business and Society. Book Chef, 2018.
13. Kenton Will. Cost-Benefit Analysis, 2019. URL: <https://www.investopedia.com/terms/c/cost-benefitanalysis.asp>.

14. Mission and goals of the Ltd Media Service. URL: <https://medias.com.ua/company/mission/>.
15. Organizing Your Social Sciences Research Paper. University of Southern California. URL: <https://libguides.usc.edu/writingguide/quantitative> (20.03.2020).
16. Overview of the curriculum development process. URL: <http://www.fao.org/3/ah650e/ah650e03.htm> (20.03.2020).
17. Qualitative research: data collection. URL: <http://www.emgo.nl/kc/qual-data-collection/> (15.03.2020).
18. Ray Stephanie. The Risk Management Process in Project Management, 2017. URL: <https://www.projectmanager.com/blog/risk-management-process-steps>.
19. Risk Analysis and Management for Projects: A strategic framework for managing project risk and its financial implications, 3: Institution of Civil Engineers and Institute and Faculty of Actuaries, 2014.
20. Steiness Kenneth, Santos Raphael. Microsoft 'Roadmap' Maps Strategy to Execution, 2019. URL: <https://www.senseiprojectsolutions.com/2019/01/15/microsoft-roadmap-maps-strategy-to-execution-3/>.
21. Stiglitz J., Greenwald B. Creating a Learning Society: A New Approach to Growth, Development and Social Progress. New York, 2014.
22. Swanson R. A., Torraco R. J. The history of technical training: The ASTD technical and skills training handbook. New York, NY: McGraw-Hill, 1995. pp. 1-47.
23. Syed. Syed Muhammad Sajjad Kabir. Basic Guidelines for Research: An Introductory Approach for All Disciplines: FirstChapter. Bangladesh: Book Zone Publication, 2016. pp.201-275.
24. Torraco J. R. Early History of the Fields of Practice of Training and Development and Organization Development. Educational Administration, Department of Faculty Publications in Educational Administration. 2016. Volume: 18 issue: 4, pp 439-453.

25. Vogwell D. Stakeholder management: Paper presented at PMI® Global Congress 2003—EMEA.Hague, Netherlands: Project Management Institute, 2003.
26. Wentling T., Lai K. K., Khor Y-L., Mohamed R., Escalada M., Teoh C-H. Planning for effective training: A guide to curriculum development. Rome, Italy: Food and Agriculture Organization of the United Nations, 1993.
27. What is involved in collecting data – six steps to success. URL: <http://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data/6-what-involved-collecting-data-%E2%80%93-six-steps-success>.
28. Whitman E. Michael, Mattord J. Herbert. Management of Information Security (6th Edition), 2010. p. 592.
29. Zahra Faili, Tugrul U. Daim. Industry 4.0 Value Roadmap: Integrating Technology and Market Dynamics for Strategy, Innovation and Operations, 2019. 10 p.

## APPENDICES

### APPENDIX A

#### Програма курсу

1. Начитка лекцій по програмуванню (24 заняття)
2. Ознайомлення з типовими конфігураціями BAS та УТ (постановка задачі у Bitrix із спостерігачами та звітуванням)
3. Опрацювання питань по посібникам (постановка задачі у Bitrix із спостерігачами та звітуванням):
  - Радченко М. Г. 1С:Предприятие 8.2. Практическое пособие разработчика. Примеры и типовые приемы / М. Г. Радченко, Е. Ю. Хрусталева. – Москва: ООО "1С-Публишинг", 2013. – 943 с.
  - Хрусталева Е. Ю. Разработка сложных отчетов в «1С:Предприятии 8». Система компоновки данных / Е. Ю. Хрусталева. – Москва: ООО "1С-Публишинг", 2012. – 468 с.
  - Хрусталева Е. Ю. Язык запросов «1С:Предприятия 8» / Е. Ю. Хрусталева. – Москва: ООО "1С-Публишинг", 2013. – 358 с.
  - Сборник задач для подготовки к экзамену "1С Специалист" по платформе "1С:Предприятия 8" – Москва: ООО "1С-Публишинг", 2009. – 171 с.
  - Разработка управляемого интерфейса / В. А. Ажеронок, А. В. Островерх, М. Г. Радченко, Е. Ю. Хрусталева. – Москва: ООО "1С-Публишинг", 2010. – 723 с.
  - Гончаров Д. И. Решение специальных прикладных задач в 1С: Предприятия 8.2 / Д. И. Гончаров, Е. Ю. Хрусталева. – Москва: ООО "1С-Публишинг", 2012. – 300 с.
  - Гладкий А. А. 1С:Управление торговлей 8.2 с нуля. 100 уроков для начинающих. — СПб.: БХВ-Петербург, 2011. — 448 с.: ил
  - Хрусталева Е. Ю. 101 совет начинающим разработчикам в системе «1С:Предприятие 8» / Е. Ю. Хрусталева. – Москва: ООО "1С-Публишинг", 2015. – 284 с.

4. Опрацювання питань по посібнику: Фирма "1С". Комплект вопросов сертификационного экзамена по программе «1С:Управление торговлей 8» (ред. 11.4) с примерами решений / Фирма "1С". – Москва: "1С-Паблишинг", 2019. – 174 с. (постановка задачі у Vitrix із спостережачами та оцінюванням)

5. Відео матеріали:

<https://www.youtube.com/watch?v=gXYUsQcT7JI&list=PL6Nx1KDcurkBdxssD1k56SDnwuTuX2bBr>

[https://www.youtube.com/watch?v=s6b8EXmz8a4&list=PLkdnTy1CsgR0y5QgkDfs\\_gYJsETriuKK3f](https://www.youtube.com/watch?v=s6b8EXmz8a4&list=PLkdnTy1CsgR0y5QgkDfs_gYJsETriuKK3f)

[https://www.youtube.com/watch?v=NLuS\\_jxxFW4&list=PLkdnTy1CsgR1phYcN8Ts1HD2AugrAVgRd](https://www.youtube.com/watch?v=NLuS_jxxFW4&list=PLkdnTy1CsgR1phYcN8Ts1HD2AugrAVgRd)

(постановка задачі у Vitrix із спостережачами та звітуванням)

**Опрацювання питань по посібнику: Комплект питань сертифікованого  
екзамену УТ 3.1 з оцінюванням**

№	Тема заняття	Оцінка та коментарі
1	Підготовчий етап	
2	Налаштування правил продажів	
3	Управління відносинами з клієнтами. Самообслуговування клієнтів. Робота з торговими представниками	
4	Гуртова торгівля	
5	Роздрібна торгівля	
6	Комісійна торгівля	
7	Робота з постачальниками	
8	Управління складом	
9	Планування забезпечення	
10	Грошові засоби	

11	Взаєморозрахунки. Робота з підзвітними особами	
12	Регламентований облік	
13	Фінансовий результат та аналіз діяльності підприємства	
14	Адміністрування. Сервісні можливості	
15	Приклад екзаменаційних завдань. Завдання 1	
16	Приклад екзаменаційних завдань. Завдання 2	

#### Начитка лекцій

№	Тема заняття	Відповідальний
1.	Загальні принципи роботи в програмному комплексі. Об'єкти системи, типи даних, вбудована мова системи.	
2.	Командний інтерфейс (підсистеми/ролі). Константи. Форма констант, механізм роботи форм.	
3.	Довідники, перелічення	
4.	Розширення функціональності форми. Робота з даними довідника.	
5.	Реквізити форми, об'єкти бази. Створення друкованих форм.	
6.	Практикум. Документи. Створення документів. Доступ до даних документів.	

7.	Практикум. Модуль об'єкта. Створення об'єктів копіюванням.	
8.	Журнали документів. Регістри відомостей. Робота з даними реєстра.	
9.	Режим запису «Підпорядкування реєстратору». Плани видів характеристик.	
10.	Функціональні опції. Облікові об'єкти.	
11.	Елементи адміністрування. Запити.	
12.	Звіти. Форма списків. Робочий стіл. Критерій відбору.	
13.	Обробка заповнення. Зверення до методів об'єкту.	
14.	Сховище повнотекстового пошуку. Регламентні задачі. Бізнес процеси, задачі.	
15.	Загальні принципи механізму запитів. Таблиця констант, довідників (конструкції «Выбрать, Из, Где»).	
16.	Таблиця документів (конструкції «Группировать По, Имеющиеся, Упорядочить По, Итоги»), вбудовані функції запитів, декілька джерел.	
17.	Підзапити, об'єднання запитів, таблиця журналів документів, передача параметрів, таблиці реєстрів. Особливості використання параметрів віртуальних таблиць.	

18.	Особливості побудови запитів при організації складного проведення документів по регістрам накопичення, регістри бухгалтерії, розрахунку. Особливості побудови запитів при обмеженні доступу до даним.	
19.	Повтор основних моментів, відповіді на питання. Робота із конструктором запиту.	
20.	Практикум. Робота із об'єктом «запит».	
21.	Нові можливості мови запитів у 1С: Підприємство 8.3.	
22.	Практикум.	
23.	Внутрішній іспит	
24.	Зовнішній іспит	