

3. Working Group on the Civil Service

INNOVATION POLICY AND THE INNOVATION ENVIRONMENT AS A CONDITION OF THE FORMATION OF THE INNOVATOR (FOR EXAMPLE, THE STAFF TRAINING OF THE SIBERIAN FEDERAL DISTRICT)

Tatyana Chernyak, Head of the department of organizing of practice, employment and relations with graduates

RANEPA of the President of Russia; Siberian Institute of Management

Associated Professor, Department of Personnel Management, Novosibirsk, Russia

1. Research Issue

The article considers the problem of formation of innovation policy and innovation environment as a factor of innovation. Purpose of the article - the analysis and interpretation of factors for innovation in the university, the public service in the society activities on the formation of innovation policy and innovation environment, analysis of the psychological, social, economic reasons preventing innovation, form and extent of demand for innovative competencies individual innovator in high school, in public service, in society. In modern society, the economy is based on knowledge, which become consumed by the leading economies in raw materials and one of the main results of labor. Increasing measure of responsibility for the quality of the university knowledge to get alumni and students from all social and economic spheres of society and public service for faculty training, as Education is one of the important strategic resources, providing a promising innovative development and competitiveness in the international arena.

The only way, in the opinion of experts, which will allow Russia to become a competitive nation in the world of the 21st century, to provide a decent life for all citizens is an innovative development. Innovative development is directly related to innovative education which prepares innovative shots, including the public service. Innovative education is associated with the transition to the position of student-centered pedagogy, the introduction of information - communication technologies, new forms and methods of education. But for training for the innovation economy and the public service to all higher education institutions, and public service and society need to meet the challenges of building an innovative policy and innovation environment in general.

The solution to these problems is impossible without the implementation of innovation team of innovators. However, there are common problems of higher education in Russia, which are listed in the document "Strategy - 2020": the poor quality of the teaching staff (16% do not participate in the scientific work), 38% do not speak foreign languages, and above all, high school is no longer a factory innovations and innovators which leads to the problem of stagnation of the university and staff of Russia as a whole.

Author - as head of the Center of Innovation Competence university for several years conducting research problems demand innovative skills of the individual and their measures of development, assessment forms and methods of their formation, both among the graduates and students of the Presidential Program of training from the state and Municipal Employees, managers of social and economic spheres of the Siberian Federal District. It identified the typical causes of rejection rating of innovation and innovative competencies innovator personality

(no belief in the need of innovation; discontent innovations, planted on top, and fear of the unknown, fear of the inability to do something and fail, violation of the established order, habits and relationships, lack of respect and confidence in the face, support to innovation, etc.).

Identified and the reasons for misunderstanding the need to develop a range of innovative workforce competencies by their underestimation and others. In this regard, the role of universities in forming innovative skills for all areas of activity is even more important and responsible as Manager training and public service organizations can improve innovative personnel in the state, the public service in the community. Research of author challenges demand for innovations and innovative skills in all areas of the public service and continues in Russia, but some of its provisions have already been published in peer-reviewed scientific journals and presented in a collection of scientific articles.

Keywords: innovation, innovation policy of the university, the innovative environment of the university, psychological, social, economic reasons countering innovation; psychological qualities of the individual innovator.

2.Methodological Approaches to the Problem of Studies

The problem of innovation and innovative development has repeatedly arisen in the Russian theory and practice. So, the author in 1990 during the of perestroika and training of the sociology faculty of Moscow State University. MV Lomonosov Moscow State University, Moscow, attended lectures by Academician N. Lapin "Innovation in the organization." Perestroika 90s seen in Russia as the innovation process. Author of the article teaches the following subjects: "Conflict," "Human Resource Management", "Organization of the labor of personnel", "Negotiation and Mediation", etc.

At the Faculty of **Public Administration** in the course of "Conflict" on "Innovative conflict" students learn theory Smelser about managing innovation.

Students often have seen that those who spend innovation know almost nothing about the theory of innovation. In this regard, many of the innovations were often doomed to failure. The absence of the state innovation policy as such, generating innovative conflict was said back in the author's thesis on "The factors of social tension and methods to overcome it in the city - Baikonur" (1996). Much of what is happening in the Russian society indicates a lack of innovation policy as a long-term development of the country and its individual areas: economic, social, and education.

In this article we will focus only on the activities of the university to address requests from the innovation of public service and the social and economic spheres of the Siberian Federal District, in the situation of constant changes in society and in government service.

The author takes into account the objectives set recently by the Russian government: 1). Objectives innovative economic development of the country ("Strategy 2020: a new growth model - a new social policy"), which put the strategic challenges for higher education with the needs of the state in part of the "3.3. Concept 2020: the development of education. " 2). Objectives of innovation in higher education in the Federal Target Programme for the Development of Education for 2011-2015 (approved by the Federal Government on February 7, 2011 № 163-p), and providing education and direction of the university in the future. [1] 3). "Branch" of the university affiliation, which trains specialists for the state and municipal services and public administration with the new objectives of the Decree of the President of the Russian Federation on May 7, 2012 № 601 "On main directions of improving governance", and, in connection with the entry into the system RANEPA and the national economy, which extends the range of tasks and especially training. 4) Rector aims to develop a system to a level academy RANEPA European university level. 5). The Academy should solve innovative problems in the transition to the new

educational standards in training. External situation (problem solving state level) and internal (decision intrahigh problems) shows numerous innovations that have been reinstated in our country and the university.

The authors studied the problem of innovation when considering the resistance and fear and innovative conflicts arising during the innovation [3, 202] in public service. She has had practical experience in the implementation of the NASPAA-NISPAcee project to introduce the practice of mediation in civil servants in 2002, 10 years before the adoption of the Russian law on the use of mediation as a way of pre-trial dispute resolution [7, 55], which was an innovation at the time .

Since 2010, the author is the head of the project team of Centre for Development of innovative competences [8, 151] - grant of the Government of the Novosibirsk region, so she knows the practice of resistance to social innovation.

Reasons hindering innovation: psychological, social and economic. In market-Russia relations need a new approach to innovation, as capacity for innovation - a factor of survival and prosperity, and the failure - a factor of decline and collapse. During the innovation in the university address the factors stimulating and inhibiting innovation.

The first group of factors - is the objective factors of the enterprise:

1). Innovation policy organization (can be intensive or extensive). Universities should have the intense nature of innovation policy.

2.) The type and nature of the organization (the more complex the technology, the more difficulties arise in the innovation process).

3). Economic state of the organization - in the universities, it depends on the budget and off-budget financing and will be sharply different. Innovation policy organization (or institution) - the most important objective factor of the enterprise in the ranking of all factors.

"Domestic innovation policy is the regulation of conduct for staff, aimed at the development of an innovative type of organization" [2, 21]. "Innovation policy - a critical factor in the innovation activities of the organization" [2, 27]. "It should lead to the disclosure of innovation capacity, creation of active staff behavior, the formation of the innovative environment" [2, 27]."

Subjective factors of environment of the University: 1.) Gender and age of the personnel; 2). Personal qualities of staff, facilitating the implementation of the innovation process, risk appetite, interest in career development, professionalism, installation of innovation - features an innovator. Classification of subjects of innovation E. Rogers: 1). "Innovators" 2.5%. 2) "Retailers" 13.5% .3)." Pre-majority "of 34%. 4). "Late majority" 34% .5) "Spoons" 16% [4, 129]. "Innovators" - a minority (2.5%), a group of minimal support for their ideas "opinion leaders" - 13.5%, which makes the problem of supporting ideas and their feasibility for teachers - innovators. 3). Skills and education of the head and staff of the organization.

Progressive leader must have knowledge in the field of management and business, as well as foreign languages, and to be aware of innovative ideas advanced countries. Thus, the analysis of objective and subjective factors of the internal environment of the organization during the innovation in the university can be concluded that the formation of innovation policy and innovation environment of the university as a condition for innovation and innovative development of the university. Unless attention is paid to the formation of innovation policy and innovation in the university environment, innovation in high school - is doomed.

3. Practical implementation of SAPA innovative activities for 20 years

In this section the author to outline only the innovations in which has been involved as a lecturer of Department of human resource management.

1998 - beginning of the development of distance training of civil servants (full set of e-books in all disciplines; electronic testing, counseling online academy). High school - a multiple winner of the exhibition "UCHSIB".

2002-2005 - training mediators for Novosibirsk Region Administration Grant NASPAA-NISPAcee
Since 2000 - the scientific research in the field of HR technology in the public service and training issues series of teaching materials for the human technology: competition, exam certification [8, 55]

Since 2005 - the training of personnel reserve SAPA

Since 2006 - the work of teachers as an independent expert in the commission for attestation of competition

2008 - research work in the field of international experience prevention and settlement of conflicts of interest (expert - Hans Rieger).

2010 - Preparation of teaching materials on the settlement of the conflict of interest, etc.

2012-2014 - participated as teachers - the moderators of the presidential program for management training managers of education and medicine SFD and NGOs

2013 - Preparation of the electronic textbook for the Commission to resolve the conflict of interest

2013 - participated as a speaker at a seminar workshop on the implementation of innovation-rotation of public servants in 2013, etc.

Constant speaker at seminars - meetings of the heads of the federal authorities of the Plenipotentiary Representative of the President for: human technology, conflict of interests and the fight against corruption, internship students in government.

In this section also provides research data to identify the views of government officials on the need for innovation skills in the course of the President's management training program, etc.

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