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SCIENCE FICTION AS THE ELEMENT OF CURRENT MANAGEMENT EDUCATION

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In due course Robert Heinlein in his known essay «On the Writing of Speculative Fiction» (1947) noticed that there are at least two topics fantastic story can be devoted, to wit: gadgets and people [1]. However, degree of concentration on the latter topic determines speculative fiction focalized not on science and technology as themselves but on human reaction to new situations caused by science and technology. «Popular science and well-established principles in speculative science fiction history are extrapolated to create the new situation, new frameworks for human activities. New human problems will emerge due to such new situation...», writes the master [1]. Then: «...human being finds himself into circumstances creating a problem to him. Having managed the problem a human being will change itself to a certain extent. History will come to the end when inward changes would be accomplished – outward events can go on endlessly» [1].

New problems, reaction to them by a human being, – search for solutions, making then a reality, which, by-turn, is impossible without interaction to other people, and, as a result, – inward changes of a human being itself (professional advancement and moral and psychological maturation) – aren't all those on the edge of current management education? Aren't those issues forming its agenda, exciting lecturers, students and employers? Add to it also the indubitable fact that managerial activity, as search and practical implementation of «new reactions to new problems» is inherent to human being who is both manager concerning urgency of such implementation and its immediate executor. What way could members of speculative fiction help us today? Let me assert – with management directives, which they put in the mouth of characters of their works. (By the way, my project «Management Directives from «Big Three» fiction writers» [See: [2]).

The said management directives can be divided into several categories. First of all, – maintaining for importance of forming the ability of human being to theoretical thinking and cognition as to naturally accomplished

activity, that is, using his own brains, without using any auxiliary hardware. How not to recall dialog from «Starman Jones» by R. Heinlein:

«– Do you remember all charts, or just some of them?

– I know all standard charts and instructions, which astrogators call «instruments».

– Glad to hear it, sir. Very glad, because the only copy of those books on the spaceship is in your head» [3].

Besides, importance of such statement is maximally «stripped», when «final decision shall be taken by a human being», when «only one answer shall be accepted among others, but machines have no ability to think» [4]. Is the modern, not only management, education struggling with?

In other words, artistic facilities in those works practically implement idea by Mykhailo Petrov that cognition is always tied to human brains, idea of impossibility «to separate theorization from a subject, drag away the process of analytic mode of thinking towards some impersonal, theoretician-independent branch of knowledge» [5]. It means that during cognition process, similar to formation of capability to it, we have to take into consideration limits of mental capacity of human being, «brain-capacitance as important trait of analytic mode of thinking» [5] in general. It, in its turn, dictates as necessity for long (not formal, but rich in content) and step-by-step training (required time to (think over and master the knowledge) [6]), as well as certain «trains and toughness of brain» [4] owing to mastering of fundamental (elementarily required) knowledge and mental motions, named in «Citizen of the Galaxy» by R. Heinlein as «old branches of science» [4]. Conformably to step-by-step training, by the way, we may mention dialogue from novella «Profession by Isaak Asimov between Novian and main character. The first one considers «protracted in time» training as vein and expensive. The other appoints that only in this case human being «may study further», and, the main, «can be able to invent the new» [7].

Secondly – it is problems delineation of moral-and-psychological maturation of a human being as far as it «deliberately mastering everything succeeded to learn» [4], becomes a carrier of ability for cognition, and so, power of «apprehension, master, manage or control a manager» [8, c. 449]. It is, in particular: comprehension «that practical training and theory learning substantially differ from situation when there is no time for verification» and «you do not have a right for error» [3]); decisions-making under conditions when, possibly, «your erroneous decision may have your last decision» [9], which, in its turn, needs sometimes «intuitive understanding of situation, expressed in mathematical symbols" [4]; responsibility, «which you cannot share with anybody» [3] and therefore «I have to make decision myself, this

responsibility I cannot delegate to anybody [9]; responsibility as the only «thing», about which nobody can tell others what it consists in, thus, «everybody has to determine it for himself» [9]; collective management and importance of confidence in manager on the part of subordinates (consideration of a starship, wider – collective as «subtle political entity» [3], that difficulties appeared «due to necessity to insert people into managerial chains» [9], than «one thing holding those people together – it is something vague called the starship's morality, the thing, loss of which is perceptible immediately, though it can't be almost seen, while it exists» [9]); wilful abeyance capacity taking into consideration joint activities interests («Be right is quite insufficient», – concludes the main character in «Time for the Stars» [9]); servility aversion during search for technical problem solution (excellent episode in «Starman Jones», when the main character continues «mentally calculate for the captain and Simes, permitting him to see the entire picture: had not they jumped off «the rails», what course correction shall be done, and so on [3]»). In addition, thereby, problems of coordination and indissolubility of «mental discipline and moral independence» (Antonio Gramsci) [8, p. 455]), owing to which it turns out that: (Equipment can be always replaced; only people and their erudition shall be irreplaceable» [10].

Follow by cited management directives, which we obliged to authors of speculative fiction, defined by R. Heinlein, or not – it is, usually, choice by everybody, but bear in mind, as to me, will not us prevent!

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