ZÁKLADY FILOZOFIE: OPAKOVÁNÍ KE ZKOUŠCE, ČÁST II.

PODZIM 2019

PROGRAM

1. Shrnutí a prohloubení učiva (TOPICS IN ORGANIZATIONAL EPISTEMOLOGY):

    EXPERTISE AS PRAGMATIST ENLIGHTENMENT -
    INSTALLING AN ACTION SPACE FOR ORGANIZATIONAL RESILIENCE

2. Přehled studijních materiálů ke zkoušce, část II. (APPLIED PHILOSOPHY)
3. Diskuze

EXPERTISE AS PRAGMATIST ENLIGHTENMENT
– INSTALLING AN ACTION SPACE FOR
ORGANIZATIONAL RESILIENCE

TOPICS IN ORGANIZATIONAL EPISTEMOGOLY

ORGANIZING
FOR RESILIENCE
"Scholarship in Unsettled Times"

PHILOSOPHY AND ENLIGHTENMENT

"... philosophy ... aims at ... "reflective transcendence" – the act of standing back from conventional beliefs, received opinions, and even received practices, and asking a penetrating "Why should we accept this as right?""
(Putnam, 2004, p. 109)

"At certain crucial moments in history, the result is a profound revaluation of our ways of thinking, which we may call "enlightenment"."
(Putnam, 2004, p. 109)

Putnam, H. 2004. *Ethics without Ontology.*
HUP, Cambridge, MA - London.

THE THREE ENLIGHTENMENTS (PUTNAM)

- Enlightenment as a learning process

- 1st Enlightenment: Plato (critical thinking)

- 2nd Enlightenment: 17/18th century Newton (new sciences)

- 3rd Enlightenment: Dewey (fallibilistic inquiry)

Putnam, H. 2004. *Ethics without Ontology.*
HUP, Cambridge, MA - London.

PRAGMATIST ENLIGHTENMENT (PUTNAM)

"… education must not be a matter of simply teaching people to learn things by rote and believe what they are taught. … learning how to think for oneself, to question, to criticize, is fundamental. But thinking for oneself does not exclude – indeed it requires – learning when and where to seek expert knowledge." (Putnam, 2004, p. 105)

"… philosophy is not and should not be primarily a professional discipline, but rather something that all … human beings engage in." (Putnam, 2004, p. 107)

Putnam, H. 2004. *Ethics without Ontology.*
HUP, Cambridge, MA - London.

Things that have never happened before happen all the time.
(Sagan, 1995)

Sagan SD. 1995. *Limits of Safety: Organizations, Accidents, and Nuclear Weapons.*
American Association for the Advancement of Science, Washington, DC.

CASE 1.

The Unsung H

Ähnliche Bilder

STANISLAV PETROV: AN UNLIKELY HERO OF THE COLD WAR

CASE III.

Die Boeing-Maschinen des Typs 737 Max dürfen nicht starten.   **Foto:** Matt McKnight / Reuters
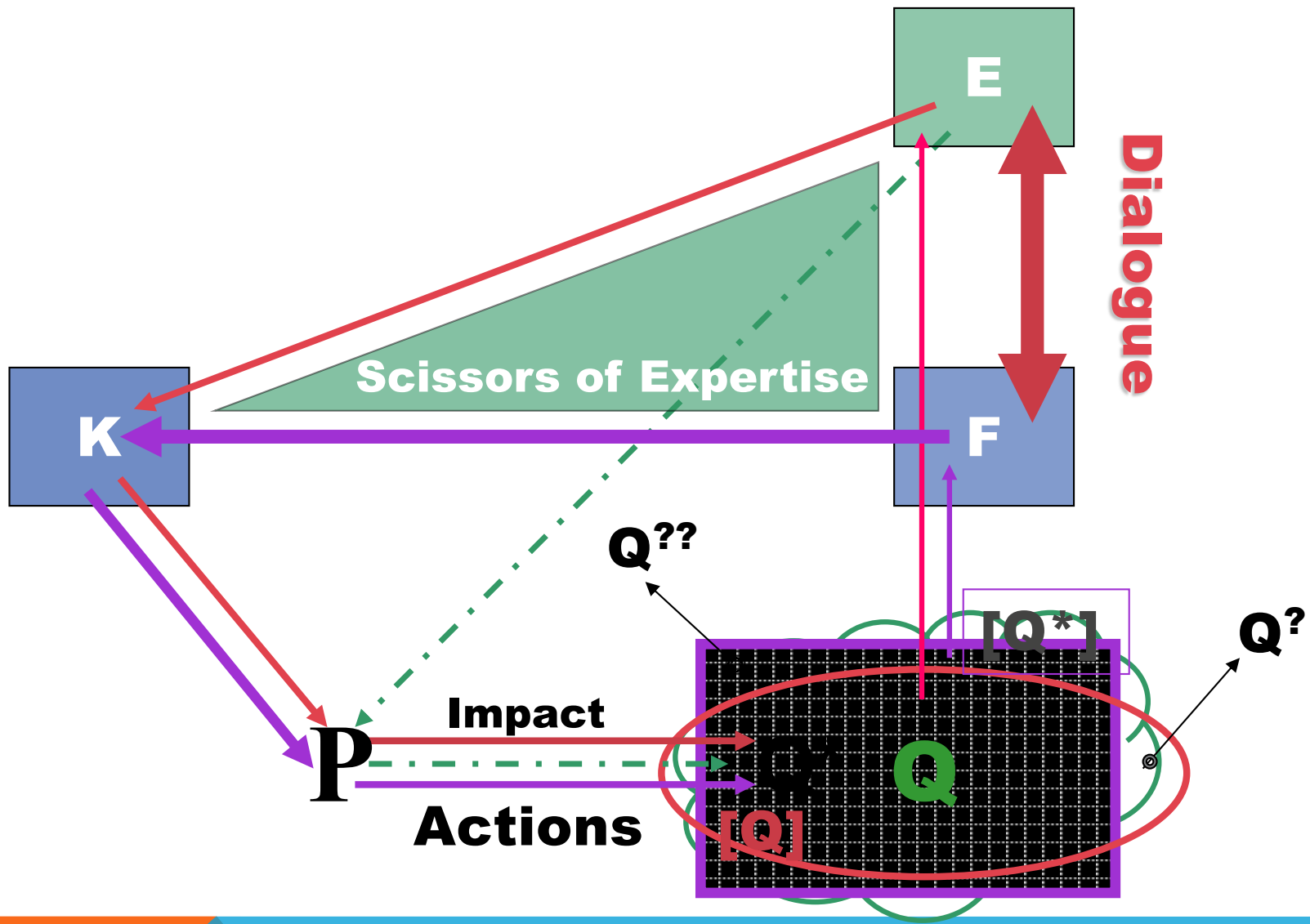
CASE III. - ANALOGY

EXPERTISE

- high level of domain-specific skills and knowledge
- acquired through years of learning and practice
- precondition for domain-specific high performance

EXPERTISE - LIMITATIONS

- bias and cognitive entrenchment
- inflexibility
- favouring the status quo and inertia
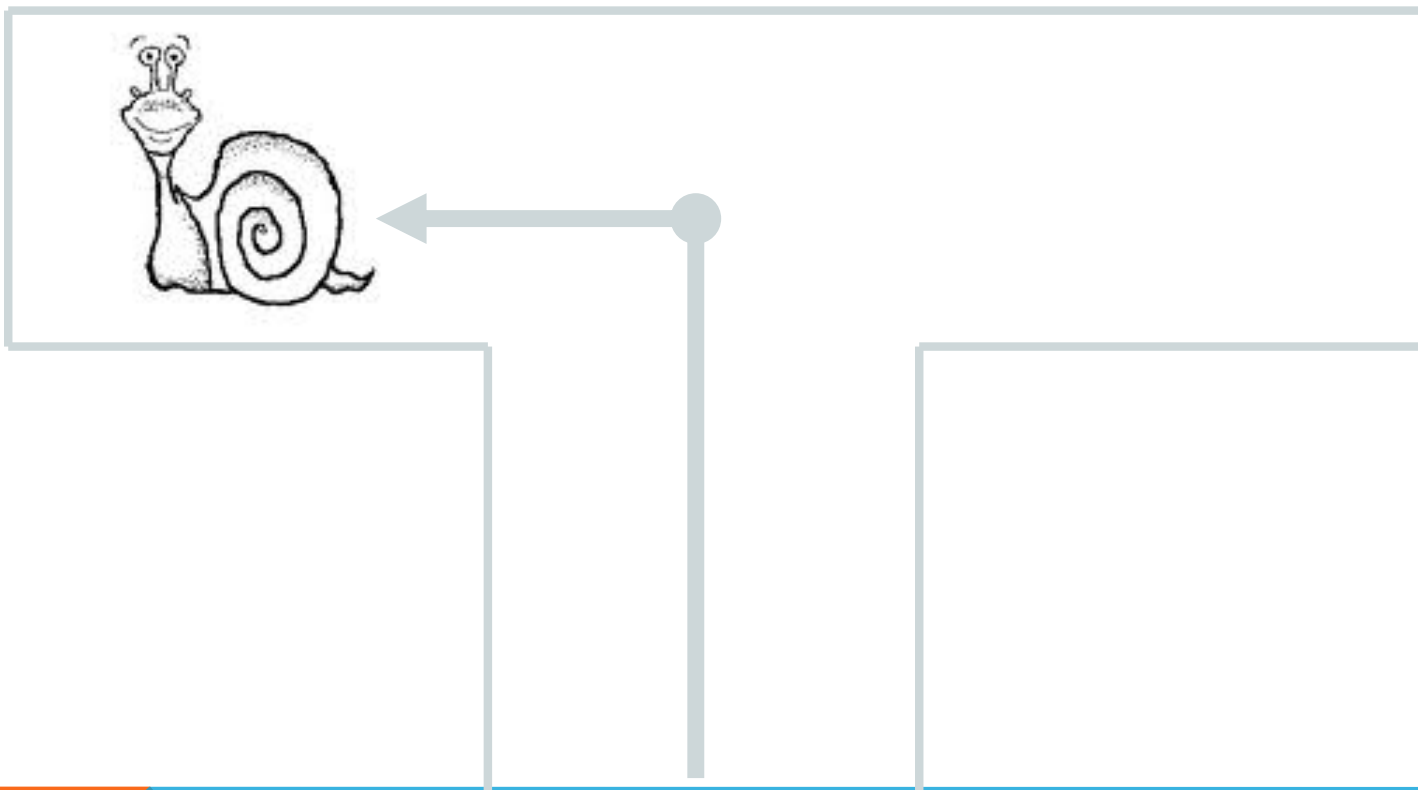- reduced creativity

SITUATIONS OF SURPRISE

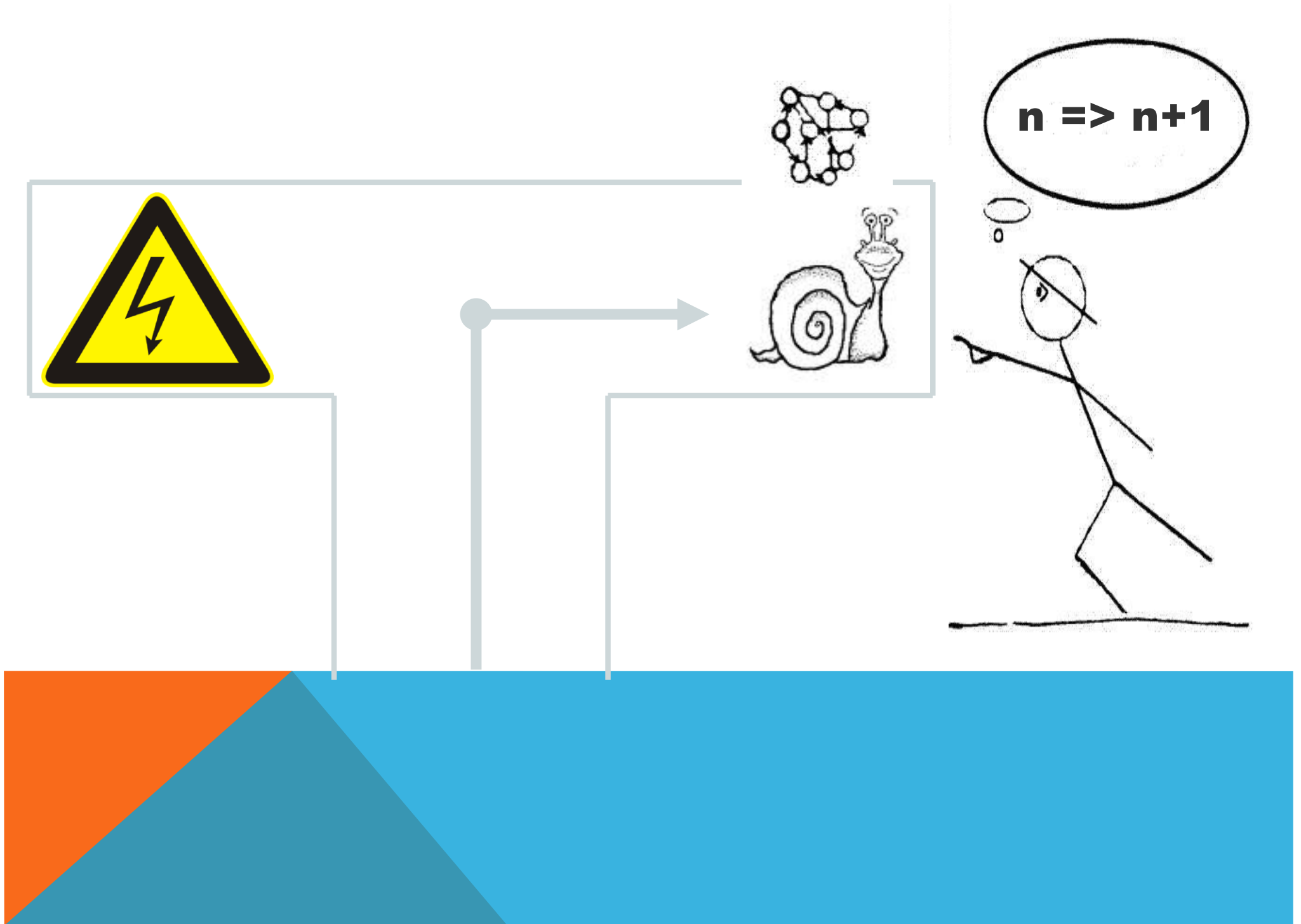| Type of surprise	Characteristics	Possibility of preparation and planning before event happens	Reliance on automatized action
1	Expected event at an unexpected time	Allows for extensive preparation and planning.	Complete reliance on automatized action to stabilize the system.
2	Unexpected event from an expected source at an unexpected time	Preparation and planning restricted to a number of contingency plans.	Medium reliance on automatized action to stabilize the system. Necessity for reflection.
3	Unexpected event from an unexpected source at an unexpected time	Planning and preparation impossible.	Low reliance on automatized action to stabilize the system. Necessity for reflection and exaptation to expand the solution space.

Reflection	• That's when I thought to myself, what is the mission? It was to bring stability, and to be able to report. If I do this, if the situation escalates, then I cannot do this. [R9 – 00:28:43]
	• These things come to me only after I realize that I have no pressure to act now. [R9 – 00:33:07]
	• So, I'm stuck. So. Now, a big dilemma: Do I walk up to the position alone? [R9 – 00:57:36]

Background Knowledge
H = { E, F, K, M } & S $\xrightarrow[\text{Communication}]{\text{Information processing}}$ R

M

Explanations

E

Dialogue

Scissors of Expertise

K

F

Q??

[Q*]

Q?

Impact

P

Q

Actions

[Q]

n => n+1

SKILL DEVELOPMENT FOR DEALING WITH SURPRISE

Acquisition of explanatory meta-knowledge (M)

"You learn in education a bit of aerodynamics, a bit about how the air flows in freefall, you know how to change your position in freefall, and you know approximately how the air behaves...the reserve parachute [therefore] has a wide band for catching air." [R7 – 00:36:12]

RELATIONSHIPS BETWEEN TYPES OF TRAINING AND MANAGING SUPRISE

Rule Learning (Pure training) and Context Learning (*Preaptative* training) contribute to successful managing the unexpected

Pure training

- Behavioural patterns and skills, which enable **automatized action** in situations when time or emotional pressure is too high for reflection (Type 1 thinking, Kahneman, 2003; Laureiro-Marínez & Brusoni, 2018).

Preaptative training ("extra" knowledge)

- The history of why and how such rules or drilled practices were created, for what reason they were invented, and what are their limits

- Background knowledge enabling more controlled cognitive processes (Type 2 thinking, Kahneman, 2003), reflection and re-interpretation of rules leading to **exaptation** (Gould & Vrba, 1982)
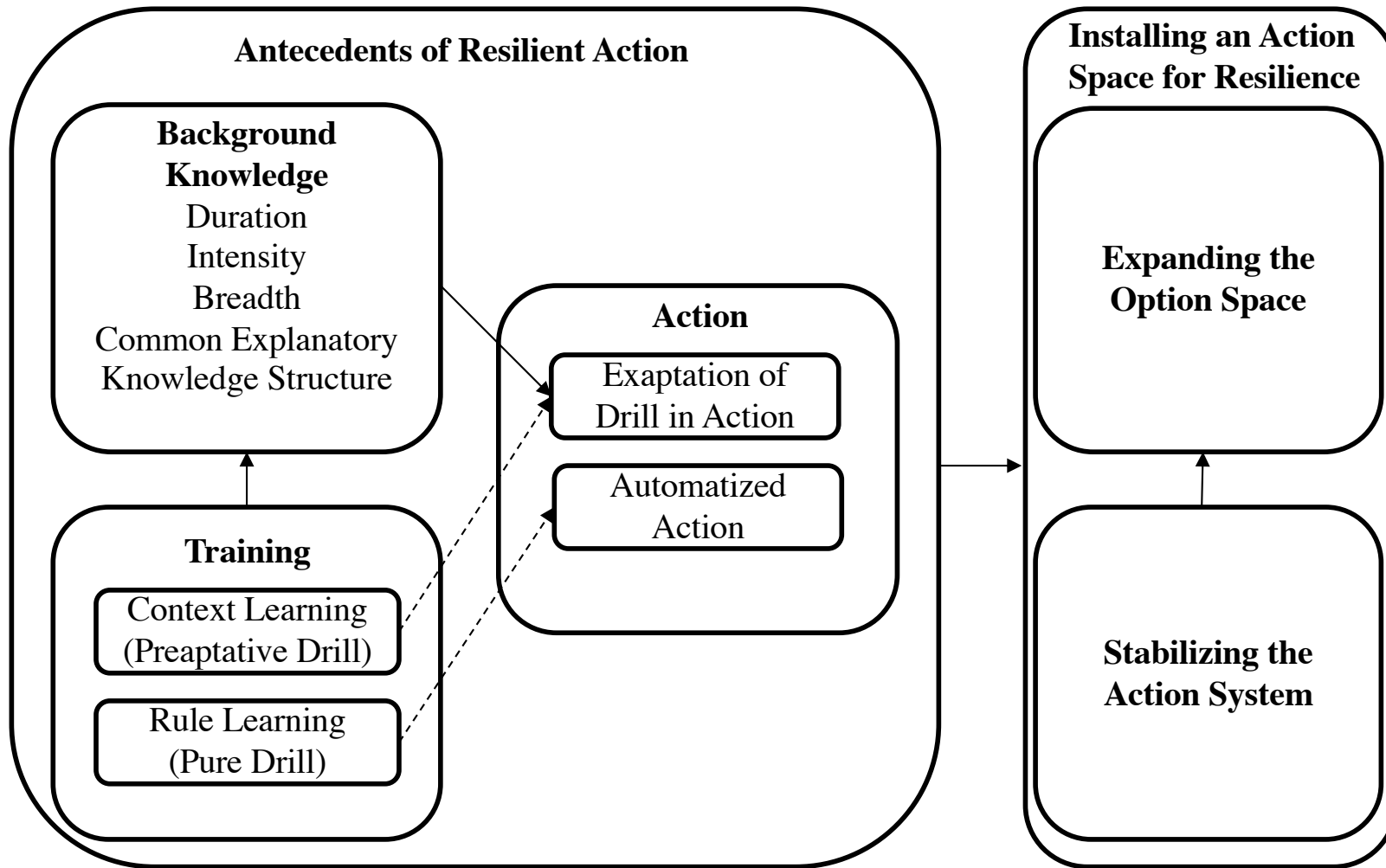
STUDIJNÍ MATERIÁLY KE ZKOUŠCE, ČÁST II. (APPLIED PHILOSOPHY)

- **Travis, Gregory Reed: The Case of the 737 MAX. April 7, 2019.** K dispozici ve studijních materiálech předmětu a/nebo https://medium.com/@gregoryreedtravis/the-case-of-the-737-max-b6b1869839b6

- **Born, Rainer: Soubor přednáškových slidů do Základů filozofie. 2019.** K dispozici ve studijních materiálech předmětu.

- **Putnam, Hilary: Ethics without Ontology. Lecture 1: The Three Enlightenments.** HUP, Cambridge, MA – London, 2004. K dispozici ve studijních materiálech předmětu.

- Dokumentární filmy a články k nouzovému přistání US-Airways letu 1549 (**„Miracle on Hudson River"**)

- Dokumentární filmy a články k osobě Stanislava Petrova (**„Man who saved the world"**)

- Dokumentární film k **Milgramovým experimentům**, např. na YOUTUBE

DISKUZE