

Type theory and socionics: are the complementary theories?

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Abstract. A large number of researchers and practitioners in USA and Western Europe use MBTI which is a type theory tool in their works. Research works are carried out in socionics in Russia and Ukraine and their discoveries are used in practice. Both these theories have been formed based on C. G. Jung's theory. The author of the article discovered that both theories are essentially the same doctrine of the individual and complement each other and are in no way contradictory. Globalization processes offer researchers worldwide the opportunity to mutually benefit and enrich themselves if only they are ready to avail these opportunities.

Key words: Type theory, MBTI, socionics.

I. INTRODUCTION

Doctrines formed on the basis of C. G. Jung's psychological type theory – type theory and socionics – are widely used in different parts of the world. Type theory, which used the Myers-Briggs Type Indicator (MBTI), is widely known in United States of America and Western Europe. Socionics is widely known in Russia and Ukraine.

Type theory as well as socionic classifies individuals according to four dimensions: whether they gain energy through interaction with others or through reflection alone; whether they focus on facts or correlations; whether they make decisions impartially, based on logical thinking or emotionally taking into consideration other factors, whether they prefer planned lifestyle or a spontaneous flexible one (table 1).

There are 16 sociotypes in both theories. Certain intertype relationships are formed between definite types of individuals.

The authors of the MBTI, Katharine Cook Briggs (1875–1968) and her daughter, Isabel Briggs Myers (1897–1980), designed to make Jung's theory of psychological types understandable and useful in everyday life. Nowadays the results of research which used MBTI are summarised in the MBTI manual and others publications [1].

At the end of the sixties and the beginning of the seventies of the 20th century, the Lithuanian scholar A. Augustinavichute (04.04.1927. – 19.08.2005.) developed the theory on 16 psychological types based on the typology of C. G. Jung, as well as using the A.Kempinski concept of informative metabolism [2], and termed it as socionics. The Russian Academy of Natural Sciences admitted socionics as a discovery in 1995. Its founder Aushra Augustinavichute has been awarded with diploma on discovery and with medal of P. L. Kapitza [3].

Both theories are used for a wide variety of purposes including the following: self-understanding and development, career development and exploration, organisation development, team building, management and leadership training, problem solving, relationship counselling, education and curriculum development, academic counselling etc.

The type theory and socionics are not widely known in Latvia but researching the contributions of these theories the authors confident that both these theories characterise the essence of individuals identically.

The aim of the article is to highlight the fact that both type theory and socionics are doctrines of the individual and the information is not contradictory but mutually complementary.

II. RESEARCH METHODS AND RESULTS

Author has studied the works of more than one hundred (117) socionic researchers and more than sixty (61) type theory researchers [4].

As shown by the information sources used by the author in her dissertation, research in the type theory using Myers-Briggs Type Indicator MBTI was carried out in several American states: New Mexico, North Carolina, Virginia, Nebraska, South Carolina, Pennsylvania, Texas, Michigan, Illinois, Mississippi, New York, Minneapolis etc. Scientists from several HEIs in Ireland, Great Britain, Netherlands, Spain, Australia etc. have also used MBTI in their research.

TABLE I
THE NAMES AND NATURE OF THE DYCHOTOMY DIMENSIONS

No.	Type theory	Socionics	Internationally recognised codes	Significance
1.	Extraversion/ Introversion	Extraversion/Introversion	E/I	Indicates psychological activity directed towards outer world or inner world
2.	Intuition/ Sensing	Intuition/ Sensory	N/S	Indicates the type of information gathering and processing
3.	Thinking/Feeling	Logic/Ethics	T/F	Indicates the type of decision making
4.	Judging/Perceiving	Rational/Irrational	J/P	Indicates lifestyle

The researchers are holders of different scientific degrees: Ph.D, Ed.D, authors of dissertations, associate professors, professors, assistant professors and lecturers. As can be seen from the information, the research team of these scientific articles consisted of not only educators of HEIs but also employees of business organisations. There were theologians, marketing specialists, project managers and financial employees, heads of association of enterprises, consultants, medical staff and psychologists.

Now the Kiev socionics school (A. V. Bukalovs, V. V. Guļenko, V. D. Jermaks, G. A. Ŗulmans etc.), Novosibirsk socionics school (A. S. Filatova, N. J. Jakušina etc.), St. Petersburg socionics school (V. Mironovs, G. Reinins etc.) have contributed extensively to the development of socionics. With the development of socionics there were several definitions and based on these the author offers her own version: Socionics is the theory on individual sociotypes, their interrelationships and management of human potential development. Sociotype is the natural set of individual physic features that determine how the individual gets energy, perceives information, make decisions and structures his/her own life.

The author has carried out a comparative analysis of the dichotomy characteristics in type theory and socionics as well as dichotomy features.

Extraversion oriented individuals like variety and action, enjoy interacting with people, develop their ideas through discussion, learn new tasks by talking and doing, and are interested in how other people do their work.

Introversion oriented individuals like peace for the concentration, enjoy focusing on the project or task, develop their ideas internally, learn new tasks by reading and reflecting, enjoy working alone with no interruptions.

Sensing (in socionics – sensoric) oriented individuals focus on immediate issues, provide a realistic and practical perspective, like to perfect standard ways to do things by fine-tuning, and build conclusions by collecting facts, drawn on their own and others' experience.

Intuition oriented individuals follow their inspirations, provide connections and meanings, like solving new, complex problems, start with the big Picture, fill in the facts, prefer change, new ways of doing things.

Thinking (in socionic – logic) oriented individuals focus on the tasks, use logical analysis to understand and decide, want mutual respect and fairness among colleagues, are firm-minded, can give criticism when appropriate, apply principles consistently.

Feeling (in socionic – ethics) oriented individuals focus on people's interactions, use values to understand and decide, want harmony and support among colleagues, are empathetic, prefer to accommodate and reach consensus, apply values consistently.

Judging (in socionic – rational) oriented individuals want to plan their work and follow the plan, like to get things settled

and finished, feel supported by structure and schedules, reach conclusions by deciding quickly, focus on timely completion of a project.

Perceiving (in socionic – irrational) oriented individuals want to have flexibility in their work, like to be spontaneous, feel restricted by structure and schedules, leave things open as long as possible, focus on enjoying the process.

The needs of different students in the study process in both type theory and socionics are defined by the combination of pairs of different dichotomy features in sociotype. The author has worked out a summary of individually differentiated methodological concept of the study process based on the theoretical notions [5;6] on differences in learning styles of students of introverted sensing, introverted intuition, extraverted sensing and extraverted intuition sociotypes that could be applied in the optimisation of the study content, choice of methods and promotion of cooperation in the pedagogical process (fig. 1).

Introverted inclined sensing and intuition sociotype learning style has a common feature – these students need time for thought while starting a task or giving an answer. There is a common feature in the case of extraverted inclined also – the desire to work in a group. But different inclinations of sensing types as well as the various inclinations of intuition types also have common features. A certain procedure for acquisition of knowledge should be emphasised for sensing sociotype students whereas discovery of knowledge should be emphasised for intuition sociotype students.

Both type theory specialists as well as socionics specialists are also of the same opinion about the correspondence of ST, SF, NT and NF sociotype groups to certain types of professional activity [7]. The following researchers came to the same conclusion: V. Guļenko [6], D. Litovs [8], A. Ovčarovs theoretically comparing E. Kļimov's classification individual – techniques, individual – individual, individual – physical world and the individual – in art activities [9], S. Bogomazs [10] researching the impact of hemispheres of the brain on sociotype peculiarities, V. Jermaks [11] researching A model and characterising information aspects and psychological model of their position; A. Kuzņecova [12] using her own codes and the yin and yang archetype philosophy. A. Bukalovs, who in particular studied the similarities and differences between socionics and type theory emphasised that the determinant components for MBTI career interest groups and professional activity spheres in socionics are common. G. Reinins [13], S. Ņebikova [14] referred to those as interest groups whereas A. Augustinavichute [15] referred to them as spheres of professional activity.

Pragmatics ST are people who prefer focus on facts, handle these by applying objective analysis and experience. They tend to become practical and analytical and find scope for their interests in technical skills with objects and facts. The following examples of careers would be interesting for ST: applied science, business, administration, banking, law enforcement, production, construction.

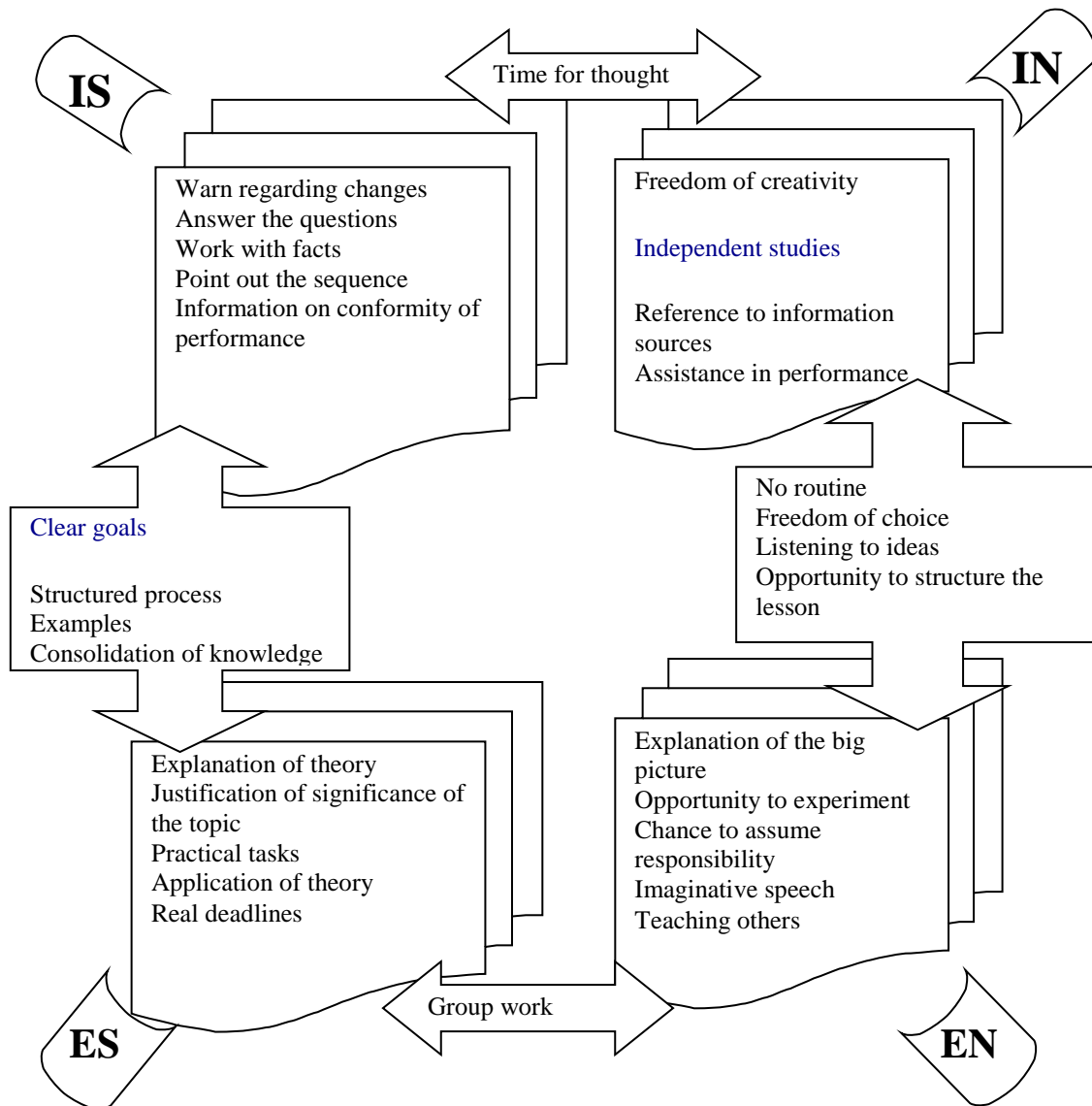


Fig. 1. Learning needs of Introverted and Extraverted inclined students in relation to the differences in perception of information.

Socionics SF tend to become sympathetic and friendly. They find their interests in practical help and services for people. Health care, community service, teaching, supervision, religious service, support services, and sales are examples of careers that SFs would enjoy. Human needs, life, and the material world are things that interest SFs.

Humanitarian NF are people who prefer focus on possibilities, they apply attention to people's potential. They tend to become insightful and enthusiastic and find scope for their interests in understanding and encouraging people. Careers that they might enjoy include psychology, human resources, pedagogy, research, literature, religious service, health care, art, music, writing etc.

Scientists NT focus on possibilities, handle these by applying theoretical concepts and systems. They tend to become logical and analytical. They find scope for their interests in theoretical and technical frameworks. Careers that they might enjoy include physical science, research, management, computers, law, engineering, technical work.

The similarities of both theories is also shown by: terminology used in J. Udalova's book „Соционика в работе с персоналом или что показывает MBTI” [16], V. Guļenko's article „Разными путями к одной цели” [17]; M. Zabirowa acknowledges that the 16 type characteristics correspond to both MBTI and socionics [18]; V. Guļenko's evaluation that „J. Myers-Briggs has compiled the table in accordance with socionics temperaments and spheres of professional activity” [19]; D. Litov's statement that C. G. Jung's term „thinking” and „logics” in socionics are equally valid to characterise one and the same process [20]; E. Rumjanceva's table of type classifications [21]; A. Ovčarova applied terms recognised in socionics in practice and provided terms used in type theory in brackets – for example, ethics (feeling), logics (thinking), sensory (sensing) etc. [9].

Socionist D. Litov recommends the use of Jung's typology, the modern day version of which is widely known in the USA as MBTI and in Russia as socionics [22], in the study of individuals and thereby underlining the similarities of both theories but at the same time pointing out the differences. The

theoretical base for both type theory as well as socionics is common – it is C. G. Jung’s psychological type theory but the language differs. The explanation of functions in type theory and socionics differ; socionics is the typology of intertype relationships and the term “duality” is not used in type theory. The differences in the theoretical layout of type theory and socionics can be explained by the differences in types of their founders and key representatives. The language used in type theory is understandable to the laymen as its founders – Katherine Briggs, Isabel Briggs Meyers etc. were of the humanitarian type whose leading functions were ethics and intuition. Socionics was founded by A. Augustinavichute, V. Gulenko, G. Reinins – who are scientific types whose leading functions are logics and intuition. Consequently the contradictions between the type theory and socionics are objective. However, as pointed out by socionists themselves it is necessary to merge the overseas and Russian and Ukrainian socionic forces to overcome the diversity of terminology and codes and work out a mutually acceptable common language and gain benefit from the pluralism of opinions for the successful development of the science of personality typology and intertype relations and future information society. V. Gulenko calls for more cooperation and less competition [19]. In turn socionists on the whole consider that psychologists who do not get on very well with each other relate to each other in a less unfriendly manner than towards typologists of USA and socionists of the former Soviet Union [23]. However it is known that the theory has a significant impact in practice even though it is not recognised [24].

I. CONCLUSIONS

To summarise based on the abovementioned the author has come to the conclusion that both type theory and socionics have a common theoretical base (C.G.Jung’s psychological type theory), different explanations (different explanation of the functional models) and common end results (16 types and their characteristics).

Both type theory and socionics enrich each other and can be applied to understand ourselves and others in day-to-day situations, in family, education and work Both type theory and socionics enrich each other and can be applied to understand ourselves and others in day-to-day situations, in family, education and work.

These theories are not widely known in Latvia. Globalization processes offer researchers worldwide the opportunity to mutually benefit and enrich themselves if only they are ready to avail these opportunities.

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Ligita Zilīte. Tipu teorija un socionika: vai savstarpēji papildinošas teorijas?

Globalizācijas procesi piedāvā iespēju pasaules zinātniekiem savstarpēji bagātināties. Pasaulē ir zināmas divas teorijas, kas veidotas uz K.G.Junga teorijas bāzes, bet Latvijā tās ir maz zināmas.

ASV un Rietumeiropā plaši tiek izmantots Maijeres-Briggsa tipu indikators (Myers-Briggs Type Indicator, saīsināti – MBTI) kā tipu teorijas instruments, bet Krievijā un Ukrainā – socionika.

Gan tipu teorija, gan socionika klasificē indivīdus 16 tipos, kā tie gūst enerģiju, kā iegūst informāciju, kā pieņem lēmumus un strukturē savu dzīvi (1. tabula).

Šā raksta mērķis ir akcentēt to, ka tipu teorija un socionika ir kā viena mācība par indivīdu, un to informācija nav pretrunīga, bet ir savstarpēji papildinoša.

Autore ir izpētījusi vairāk nekā simt (117) socionikas un vairāk nekā pussimt (61) tipu teorijas pētnieku darbus [4]. Pētījumi tipu teorijā, izmantojot MBTI, ir veikti daudzos ASV štatos, kā arī Eiropā un Austrālijā. Socionika ir plaši izplatīta Kijevā, Novosibirskā, Pēterburgā, Maskavā u.c.

Autore ir salīdzinoši analizējusi sociotipu pazīmju raksturojumus gan tipu teorijā, gan socionikā, nonākot pie secinājuma, ka tie ir identiski. Raksta pilnajā versijā tālāk seko īss šo pazīmju raksturojums.

Gan tipu teorijā, gan socionikā atšķirīgās studentu vajadzības studiju procesā nosaka vienu un to pašu pazīmju pāru apvienojums sociotipā. Pamatojoties uz teorētiskajām nostādņām [5; 6] par studentu mācīšanās stilu atšķirībām, autore izstrādājusi studiju procesa individuālās diferenciacijas metodisku koncepciju, ko var lietot mācību satura optimizācijai, metožu izvēlē, sadarbības veicināšanai pedagoģiskajā procesā (1. att.).

Arī par pazīmju pāriem sociotipā, kas nosaka optimālākos profesionālās darbības virzienus, gan tipu teorijas, gan socionikas speciālisti ir vienprātīgi.

Kopsavilkumā, pamatojoties uz pētījumu, autore ir nonākusi pie secinājuma, ka tipu teorijā un socionikā ir vienota teorētiskā bāze (K.G.Junga psiholoģisko tipu teorija), atšķirīgs izvērsums (atšķirīgs funkcionālo modeļu skaidrojums), vienots gala rezultāts (16 tipi un tiem raksturīgais). Abu teoriju informācija nav pretrunīga, bet ir savstarpēji papildinoša, un to var izmantot sevis un citu izpratnei ikdienas situācijās, ģimenē, izglītībā un darbā personāla vadībā.

Лигита Зилите. Теория типов и соционика: взаимодополняющие теории?

Процессы глобализации сегодня предлагают возможность учёным планеты совместно обогащаться.

Есть две теории, которые опираются на теории К.Г. Юнга, но в Латвии обе эти теории мало известны.

В США и Западной Европы широко используется типовой индикатор Майер-Бриггс, что является инструментом типовой теории, в России и на Украине – соционика.

Обе теории классифицируют индивидов соответственно тому, как индивид внедряет энергию, воспринимает информацию, принимает решения и структурирует свою жизнь (1. таб.). Обе теории выделяют 16 индивидуальных типов.

Цель этой статьи - акцентировать то, что типовая теория и соционика совместно дополняют друг друга как единая учёба об индивиде и не противоречат одна другой.

Автор исследовал более ста (117) работ соционики и больше чем полсотни (61) работ учёных по типовой теории. Исследования типовой теории проводятся во многих штатах США, а также в Европе и Австралии. Соционика - в Киеве, Новосибирске, Санкт-Петербурге, Москве и др.

Автор провел сравнительный анализ характеристики дихотомий как в типовой теории, так и в соционике. Они схожие. Дальше в полной версии статьи следует краткая характеристика дихотомий.

Как в типовой теории, так и в соционике различные потребности студентов в процессе обучения определяют одни и те же признаки дихотомии в социотипе. Опираясь на теоретическую базу [5;6] в различии стилей обучения социотипов студентов, автор выработала методическую концепцию индивидуально- дифференцированного подхода в учебном процессе (рис. 1), которой можно пользоваться в оптимизации содержания учебного процесса, в выборе методов, а также в лучшем содействии в педагогическом процессе.

Специалисты как по соционике, так и по типовой теории единогласны в отношении парных признаков, которые определяют оптимальное направление профессиональной деятельности.

Опираясь на исследование, автор подошла к выводу – как в типовой теории, так и в соционике – одна теоретическая база (теория психологических типов К.Г.Юнга), различное расширение (различное объяснение функциональных моделей) и единый конечный результат (16 типов и характерные для них). Обе теории не противоречат одна другой, но являются совместно дополняющими, и таким образом могут быть использованы для лучшего понятия себя и других в повседневных ситуациях, в семье, в образовании, в работе.