

How Depth Psychology Evolved into Applied Psychology

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Abstract

The article is written based on lectures and scientific research of Academician Oleg Maltsev. His scientific approach is based on the criteria of objectivity and impartiality, therefore, before the subject of research was outlined — its purpose, task definition, determination of the order and structure of the experimental-practical part, testing and validation of scientific discoveries, practical and tactical models and other aspects, that will be presented to the reader in this article, in the first place, primary sources were analyzed that define the constructive material and the systematic presentation of the doctrine and principles of fate-analysis as a science, as well as its historical value and academic affiliation.

Keywords

psychology, depth psychology, applied psychology, Leopold Szondi

Introduction

The phenomenon of “training” has reached its zenith in the 21st century, particularly evident through the myriad online training offerings spanning diverse subjects. This abundance of training options raises questions about their origins and the sheer number of proficient individuals supporting them. A brief investigation reveals that the United States is the progenitor of this training trend. Each year, an increasing number of new businesses enter the American market, introducing a new cohort of young professionals who, while less experienced, still possess valuable insights to share. The escalating corporate presence in the American market naturally gives rise to intense competition. Every business aspires to distinguish itself, aiming for exclusive utilization of its services and products. But how can this be accomplished? Acquiring the necessary expertise often demands a level of education typically associated with prestigious universities.

Simultaneously, it is worth highlighting that major industry players like Google and Coca-Cola openly proclaim, “Diplomas and formal education aren’t our priority; we emphasize skills.” This underscores that the current job market prioritizes concrete skills and specific knowledge over mere degrees. A recent example is Elon Musk’s statement, where he

expressed that degrees are not essential for employment in his company, he seeks individuals with exceptional ability (Aratani, 2020). However, those equipped with such skills remain a minority. What about the majority? For them, a variety of training options emerge, promising transformation with statements like, "Your success is within reach! We're dedicated day and night to enhancing you in exchange for your money."

Consequently, a plethora of training companies saturate the market, instructing individuals on the "how" and "what" of various pursuits. Notably, the term "training" itself suggests a form of coaching—implying a systematic process to acquire requisite skills. Paradoxically, the current training landscape features offerings that, on average, span a mere few hours to a couple of days. Thus, the rhetorical question emerges: Can one genuinely acquire skills within such a short span and promptly apply them in both business and life?

Depth psychology is a branch of psychology that emphasizes internal processes, the unconscious, and long-term influences on behavior. Traditionally, depth psychology has focused on understanding personality and its development, including aspects such as archetypes, complexes, and psychodynamic forces. In recent decades, elements of depth psychology have been integrated into a variety of applied fields. Here are some of the ways in which depth psychology has become applied:

1. **Psychotherapy: Psychoanalysis and psychodynamic therapy**, the principles of depth psychology, particularly psychoanalysis, have found application in psychotherapy. Therapists use these approaches to work with clients, exploring unconscious aspects, past traumas, and personality dynamics.
2. **Coaching and Personal Development, Symbolic Thinking**: Elements of depth psychology, such as working with symbols and metaphors, can be used in coaching and personal development to gain a deeper understanding of oneself and one's goals.
3. **Corporate Psychology, Organizational Culture Analysis**: Depth psychology can be used to analyze organizational culture, identify subconscious dynamics, and improve team interactions.
4. **Creative Professions, Creative Process**: The archetypes and symbols of depth psychology can serve as inspiration for artists, writers, and other creative professions.
5. **Education and Research, Exploring Cultural Phenomena**: In the social sciences and cultural studies, elements of depth psychology can be used to understand collective phenomena, myths, and cultural dynamics.
6. **Psychosomatics**: Depth psychology can be applied to the field of psychosomatics, exploring the relationship between mental and physical conditions. This can help in the treatment of diseases related to emotional factors.
7. **Social Work, Working with Trauma**: Depth methods can be incorporated into the work of social workers in helping clients deal with trauma and complex emotional states.
8. **Sport Psychology, Mental Training**: Aspects of depth psychology can be applied in sport psychology to improve the mental training of athletes by working with their internal motivations and beliefs.
9. **Technology and Design**: Ideas from depth psychology can be integrated into interface design and user experience creation to better understand and interact with users.
10. **Environmental Psychology, Environmental Impact**: Aspects of depth psychology can be used to understand human-environment interactions, contributing to the development of sustainability strategies and responsible behavior.

Depth psychology is translating into applied fields to help people better understand themselves, their relationships, and the world around them. It provides tools for working with deeper, unconscious layers of human experience in a variety of contexts. These examples show that depth psychology, although it began as a theoretical field, is finding practical applications in various areas of people's lives, helping them to better understand themselves and interact with the world around them.

Methodology

The exploration of how depth psychology transforms into an applied field requires the utilization of diverse methodological approaches to scrutinize and assess the influence of these principles on various aspects of life. The following are the research methods employed to investigate this phenomenon:

- **Literature Review:** The initial step involved conducting a comprehensive literature review to comprehend the historical evolution of depth psychology and its application across diverse contexts. The works of psychologists, therapists, researchers, and practitioners actively implementing depth psychology principles in applied areas were thoroughly examined.
- **Organizational Data Analysis:** Investigation into organizations that have embraced depth psychology principles within their culture and practices was conducted. This analysis delved into understanding how these principles are integrated into the organizational structure.
- **Sociological Research:** To gauge public perception and reception of depth psychology principles, sociological research methods were employed. This encompassed analyzing media, social media discussions, and various public platforms to assess societal perspectives.
- **Innovation Analysis:** The study involved analyzing innovations in the field of depth psychology, such as new therapeutic approaches, technological applications, and other tools facilitating the transition from theoretical concepts to practical application.
- **Effectiveness Evaluation:** Metrics and tools were developed to assess the effectiveness of applying depth psychology principles to specific domains. This encompassed measuring changes in emotional well-being, professional effectiveness, and overall quality of life.
- **Comparative Analyses:** Comparative analyses were conducted to juxtapose the utilization of depth psychology with the outcomes of other approaches or methodologies. This aimed to identify the unique benefits and limitations of depth psychology in applied areas.
- **Multidisciplinary Approach:** Experts from diverse fields such as psychology, sociology, and economics were involved to provide a multidimensional perspective on the impact of depth psychology. This approach aimed to understand its role in a broader context.
- **Identification of Success Factors:** Key factors contributing to the successful integration of depth psychology into practice were identified. This involved exploring aspects such as training, creating supportive environments, and developing suitable technological tools.
- **Societal Interaction Analysis:** The study delved into how society perceives and accepts the applied aspects of depth psychology. It involved analyzing societal reactions and cultural changes in response to the implementation of these approaches.
- **Prediction of Future Trends:** The research included predicting future trends in the applications of depth psychology. This involved identifying areas likely to witness increased activity and anticipating the emergence of new methods.

By employing a variety of research methods, a comprehensive overview of the impact of depth psychology on applied fields was generated. This approach facilitated a better understanding of the factors contributing to its success or posing challenges in integration.

Research methods play a vital role in gaining insights into how depth psychology transitions into an applied field. The ways in which research methods contribute to this understanding include:

1. **Conducting Systematic Studies:** Systematic studies are crucial for measuring the effectiveness of methods grounded in depth psychology principles across various applied

- areas. This involves examining changes in psychological well-being, professional performance, satisfaction levels, and other pertinent indicators.
2. **Controlled Experiments:** Undertaking controlled experiments helps identify specific aspects of depth psychology that positively impact practice. This allows for the identification of key factors contributing to successful integration.
 3. **Long-Term Observations:** Long-term observations of changes in organizations, communities, or individuals post the implementation of depth psychology methods are essential. This helps in recognizing enduring effects and behavioral changes over time.
 4. **Case Studies and Analysis:** Case studies and case analysis are valuable tools for investigating successful applications of depth psychology in applied fields. They aid in identifying general trends and extracting lessons from specific cases.
 5. **Surveys and Interviews:** Conducting surveys and interviews with participants involved in depth psychology processes, including psychotherapists, patients, organizational workers, and others, gathers qualitative data about their experiences and perceptions.
 6. **Meta-Analysis Techniques:** Systematically analyzing the results of multiple studies using meta-analysis techniques allows the combination of data from different sources to identify common trends and statistically significant findings.
 7. **Comparative Analyses:** Conducting comparative analyses with other methods and approaches helps evaluate the unique advantages and limitations of depth psychology compared to alternative methodologies.
 8. **Utilization of Modern Technologies:** Incorporating modern technologies such as data analytics, machine learning, and other tools enhances the accuracy of analyzing the impact of depth psychology in applied scenarios.

The combination of these research methods not only aids in understanding how depth psychology is practically applied but also highlights the key factors ensuring its successful integration into various areas of human endeavor.

Results

Many research studies have been dedicated to the topic of learning (De Bruyckere et al., 2015; see also Davidson & Sly, 2014; Belton, 2016; Thurlings et al., 2013; Walker et al., 2013). Distinct area of research is skills formation (Hikosaka et al., 2013; see also Boahin & Hofman, 2014; Doyon et al., 2015; Smith & Was, 2014; Tenison et al., 2016). Skill acquisition can be examined from various perspectives, encompassing neurophysiology to physics. Turning to the Soviet physiology virtuoso Ivan Petrovich Pavlov (1923), he postulated that instilling a skill in a person requires 21 days. This suggests that mastering a skill in a mere two or three days through training is implausible. So, what can feasibly be accomplished in such a timeframe? Offering a self-training program is conceivable; individuals can pursue self-improvement by adhering to this regimen. Nevertheless, a caveat persists—most individuals will not proactively engage in self-improvement. This is underscored by the abundance of consultants, counselors, psychologists, coaches, and trainers. In the majority of cases, individuals necessitate external motivation to spur action. Moreover, the efficacy of training hinges on the methodology employed and an individual's existing proficiency, rather than the duration of training.

Consequently, if trainings yield limited results, what purpose do they serve? Evidently, they are not primarily designed for knowledge acquisition or skill development. The American perspective is clear: ideology reigns supreme. The historical roots of American trainings reveal that their intent never centered around guaranteeing skill acquisition for participants. In essence, trainings draw parallels to religious and church rituals, akin to practices in the Protestant church. In one of his lectures, American business coach Jim Rohn recounts the

beginning of his public speaking journey (J.Rohn, lecture, n.d.). He shares how, after making a favorable impression while addressing the Protestant community on Saturdays, a friend offered him \$200 to speak on his behalf the following week. This led to a series of requests from different friends to continue speaking on their behalf each Saturday.

Jim Rohn's presence on the church stage garnered acclaim and monetary rewards. This realization prompted him to extend his reach beyond the congregation. He expanded his thematic scope beyond the church's confines, discussing life and philosophy, albeit not delving into business matters. Therefore, Jim Rohn's early trainings revolved around philosophical subjects, devoid of a business focus. The advent of skill-based training as a marketable product is attributed to Jose Silva, a Mexican figure. The genesis of this innovation can be traced back to Silva's motivation to assist his struggling children with their education (Silva & Miele, 1980). While Jim Rohn stood out as an early public speaker, Harvey Mackay (1999) pioneered written discourse, and Jose Silva was the first person who trained others. These three names have achieved global recognition for their contributions.

In today's business landscape, instilling ideology into a company requires an individual with unassailable authority. This authority figure is indispensable for establishing the ideological framework. Notably, a roster of authoritative figures has emerged on the American stage, including Brian Tracy (2017), Randy Gage (2016), Bodo Schaefer (2000), and countless others. Each of these figures has propagated their distinctive philosophical doctrines to the masses. However, the critical question arises: What about skills? Remarkably, skills are often overshadowed by philosophy. Take, for instance, any work by Brian Tracy or other influential ideologues, and the search for concrete skills proves elusive. Their books and speeches resemble sermons, and they themselves exude an almost priest-like aura. The majority of individuals not only listen to them with eagerness but also willingly follow their guidance, even paying for the privilege.

As a counterpoint to these ideological figures, stands Harvey Mackay (1999)—the quintessential American success story. A legacy business owner, owner of companies, and two baseball clubs, Mackay epitomizes the standard of a prosperous entrepreneur. In America, baseball is the most popular game. Mackay has even been honored multiple times with the right to start the American baseball championship. Mackay's books consistently rank as global bestsellers, and his corporations rapidly ascended to market leadership, punctuating his unparalleled success.

Thus, three archetypes emerge: those who attend trainings—akin to the Eastern tradition of absorbing wisdom; avid readers, for whom numerous business books are tailored; and the followers of authorities, akin to gods. The initial significant impact on the American market was orchestrated by Lee Iacocca's book "Iacocca: An Autobiography" (Iacocca, 1984). Commencing as a regular engineer at Ford, he swiftly ascended to its presidency. Under his stewardship, the iconic Ford Mustang was conceived. Additionally, Iacocca orchestrated the revival of the beleaguered Chrysler Corporation, which teetered on bankruptcy in the late 1970s. Revered as one of the most prominent top executives in global automotive history, he epitomizes the quintessential manager and entrepreneur.

Following Iacocca's era, another pivotal figure entered the global spotlight: Kenichi Ohmae (1990). Reverently known as God of Management in the United States and Mr. Strategy in Japan, Ohmae served as a longstanding partner at McKinsey & Company Japan. While various adept managers and strategists exist, what distinguishes these figures is their role as formidable ideologues for mature audiences. They provide guidance for those skeptical of the narratives spun by business preachers and touted in bestsellers. Instead, these individuals believe in the wisdom of global ideologues who have demonstrated the art of resurrecting corporations from the brink and transforming them into world market leaders.

The central aim of these ideologues is uncomplicated: the pursuit of wealth and the construction of a flourishing career. This concept is straightforward—money is a means to

fulfill basic human needs and maintain societal status. The avenue to financial success is typically through employment within American corporations, assuming the role of a salaried employee. Essentially, this is the core offering of the United States. This trajectory resonates throughout the teachings of figures like Jim Rohn (1996) and Harvey Mackay (1999), and is poignantly depicted in American cinema. The movie "Armageddon" encapsulates this notion, where the character states: "Someday, many years from now, when you're all grown up, and you got your own oil company and \$8 million of your own money on the contract, you can do whatever comes into that little A.J.-idiotin' mind of yours you want. But as long as it says "Harry Stamper Oil" on the rig, you will not disobey my rules" (Bay, 1998). This sentiment embodies the essence of the American dream and career aspiration.

Regarding trainings, while numerous propositions claim diverse benefits for attendees, none promise the acquisition of skills or actionable knowledge in just a few sessions. The pioneer in advocating practical skills was Jose Silva. He introduced the concept that the human brain functions on distinct waves (alpha, beta, gamma), suggesting that transitioning the brain to alpha waves would facilitate desired outcomes (Silva & Miele, 1980). However, this notion has been largely debunked. Yet, Silva's ideas laid the groundwork for an entire movement, where subsequent speakers endeavored to foster various qualities within individuals. After Jose Silva's passing, a period of stagnation ensued. Uncertainty prevailed regarding the next steps, ultimately prompting a return to a tried-and-true tradition: psychology. Silva's niece embraced this approach, blending the "Silva method" with various schools of psychology.

Contemporary research narratives are increasingly gravitating towards psychology, recognizing its important role in various spheres of human activity (Bögel & Upham, 2018; Bruce, 2014; Dror et al., 2013; Duffy et al., 2019; Lisciandra, 2018). Psychological principles have been present in various forms for centuries, dating back to the 18th and 19th centuries and even earlier, albeit under different names. Notably, the term "psyche" did not exist in the Russian language in the 17th century, but the concept of psychology existed in Europe under alternative nomenclature. For instance, Blasco Florio (1844), a master of the Neapolitan fencing school, referred to this scientific discipline as "the science of mysticism and rationalism" in his treatise on fencing. However, it was not until the latter half of the 19th century that psychology began to establish itself as an independent field of study (Henley, 2015).

The term "psyche" gained prominence with the advent of three luminaries in depth psychology: Sigmund Freud (1982), Carl Gustav Jung (1943), and Lipot Szondi (1956). Their scholarly and exploratory endeavors centered on delving into the unconscious realm. The very concept of the "unconscious" was introduced into the scientific lexicon by Sigmund Freud.



Figure 1. Léopold Szondi

Each of these luminaries uncovered distinct “layers of the unconscious.” Contemporary psychology recognizes three types of unconsciousness: Freud identified the personal unconscious, Carl Jung introduced the collective unconscious, and Lipot Szondi introduced the concept of the ancestral unconscious.

Lipot Szondi’s contributions extend further, with the creation of a projective test that bears his name. This test remains extensively employed by various professionals, including psychological assessors, to this day. The invention of this test distinguishes Szondi from his contemporaries, including luminaries like Jung and Freud, as neither of them managed to devise a similar assessment during their lifetimes (Maltsev, 2018).

In his book “Ego-Analysis,” Szondi (1956) writes that the most thankless but most important work is the attempt to integrate, that is, to find a common language among all scientists, and through this common language to put the unconscious in control and begin to work with it, so that there is no disagreement between the different schools. Scientists today are continuing various studies on the unconscious (Tsikandilakis et al., 2019; see also Maor & Leiser, 2013; Perlovsky & Schoeller, 2019; Waroquier et al., 2020).

The trajectory of psychology’s evolution unfolds with the entrance of the American school of psychology onto the scene, sparking an uneven contest with the European school of psychology. These two schools bear distinct identities. The American school, rooted in psychometrics, built upon Freud’s psychoanalysis (Freud, 1933). Psychometrics entails a specific test-oriented approach characterized by verbal stimuli, wherein subjects respond to methodical questions, with the answers subsequently analyzed.

On the other hand, depth psychology has consistently relied on projective methods. The clash between these schools endured over the years, ultimately culminating in victory for the American school of psychology. Why did this outcome transpire? The difference lies in the quality of promotion through social advertising, American films, and television series. The concepts of positive psychology and humanistic approaches gained prominence, progressively asserting themselves as global focal points, while depth psychology remained predominantly within Europe.

However, over time, the advancement of humanistic psychology seems to have plateaued. A few years ago, the American Psychological Association candidly proclaimed that humanistic psychology had run its course, failing to achieve significant progress. Acknowledging this misdirection, the Association shifted gears, discontinuing the practice of humanistic psychology and returning to the principles of depth psychology.

Lipot Szondi’s contributions to psychology are extensive, particularly in how depth psychology transitioned into applied psychology. He laid the foundation with his seminal work, *Five Books on Fate-Analysis*, encompassing titles such as “Fate-Analysis,” “Experimental diagnosis of drives,” “Drive pathology,” “Ego-Analysis,” and “Fate-Analysis therapy” (Szondi, 1944, 1947, 1952, 1956, 1963). In addition, Szondi authored over a hundred other works and introduced the “Szondi’s Test,” a projective test to assess drives. His impact extended to unifying depth psychology into a cohesive scientific discipline.

Discussion

Fate analysis constitutes a facet of profound psychology focused on bringing to awareness the ancestral assertions of the individual that reside in the unconscious. In this process, individuals examining their fate are presented with latent prospects of their personal destiny, along with the decision to opt for the most optimal manner of being. Having studied medicine and psychiatry in Budapest, Szondi concentrated on exploring mental illness (Szondi, 1944). In contrast to psychiatric genetics and psychoanalysis, he devised a system of 8 biological radicals or instinctual factors, forming the bedrock of his test and theory of the ancestral

unconscious. The effectiveness of Szondi's test was affirmed through mathematical and statistical validations. He referred to these factors variously as root factors, need factors, or instinct factors. Each of these 8 factors represents a distinct manifestation of energy, collectively constituting the "instinct system" (1939). While Szondi labeled this as a hereditary and biological system, contemporary understanding would regard it as a psychological model, with these factors characterizing a typology of human modes of existence (Fisher, 1988).

In 2015, the "International Schicksalsanalyse Community Research Institute" research institute was established under the guidance of Academician Oleg Maltsev, becoming the heir to Lipot Szondi's legacy. Building upon the acquired knowledge and substantiating it through explanations and evidence, Dr. Maltsev developed the "Solo Methodology" and devised a counting-solving tool (Szondi's counting-solving machine). This tool facilitates research in scenarios marked by limited or distorted information, as well as situations involving multiple unknowns. By employing these advancements, a shift from quantitative measures of the Szondi test to qualitative evaluations becomes feasible. The comprehensive application of this model and its role in research are elaborated in the book "Deceptive Silence" (Maltsev, 2017a)

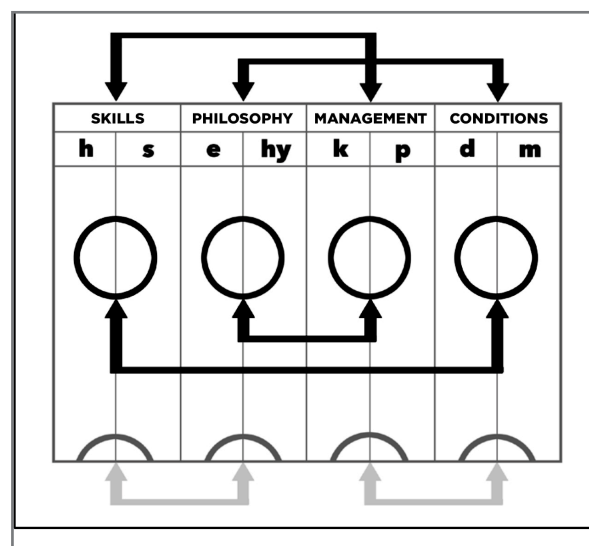


Figure 2. Szondi's counting-solving machine

As Maltsev emphasizes, "The interpretation of the Szondi Test is a photograph of your destiny at the present moment in time."

Notably, it was due to Academician Maltsev's efforts that the books "Ego-Analysis," "Fate-Analysis Therapy," "Experimental diagnosis of drives," along with other works by L. Szondi (1947, 1956, 1963), were translated from German and English into Russian language for the first time. Moreover, the writings of Szondi's students have also been translated into Russian.

Returning to the pioneering work of the three masters of depth psychology - Sigmund Freud, Carl Gustav Jung, and Lipot Szondi - unveils intriguing insights (Allouche, 2014; De Gélas et al., 2017; Fawkes, 2015a; Lane et al., 2015; Walborn, 2014). Therefore, they remain the focus of scholarly attention today (Aggarwal, 2015; Danto, 2016; Fawkes, 2015b; Moussa, 2017; Obaid, 2013). Surprisingly, many Freudians are unaware of Sigmund Freud's field of study, let alone the subject of his research. The fundamental question that psychology grapples with is: what constitutes the essence of the psyche? Freud termed the psyche as a system of reflexes, and from this conception, Freudian psychology emerged. On the other hand, Carl Gustav Jung's analytical psychology does not seamlessly align with the contemporary paradigm of academic science. Jung explored instincts and intricate behavior patterns, even those that defy explanation. Lipot Szondi delved into urges, a unique category that defies classification within biology or physiology.

Thus, we are presented with a psychological landscape shaped by three concepts: “instinct,” “reflex,” and “drive.” But what exactly is a reflex? In simpler terms, a reflex is an involuntary action that can not be consciously changed, like sleeping, eating, or defecating. These form the foundational components built into human beings, forming the bedrock upon which instincts are constructed. Instincts are intricate behavioral patterns that extend to the inexplicable, serving as one of the driving forces compelling individuals forward, propelling them toward achievement. Instincts are the subject of diverse modern research (Friesen & Cresswell, 2017; Rubinsten, 2016; Schoeller et al., 2018). However, this still leaves a key question: where do human drives, the subject of Szondi’s research, fit into this framework? Drives reside above instincts. Drives is the dynamic that sets a person into motion. Consequently, the reflex and instinct blocks only function when driven by drives. This entire system operates on the basis of drives, propelling individuals to action. Drives acts as the engine driving reflexes and instincts. In a human being, there are eight such drives. This concept is extensively elaborated by L. Szondi (1956) in his work “Ego-Analysis.”

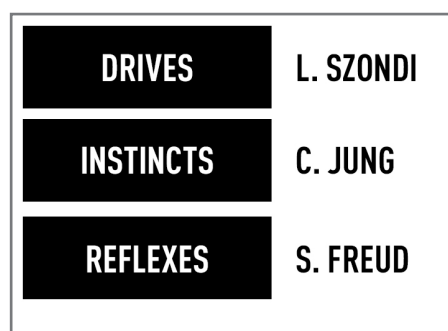


Figure 3. Tree concepts of psychology

Numerous experts have echoed the misconception of C. G. Jung (1943), who posited that humans possess a multitude of instincts. This view, however, is incorrect. At the core, there are four fundamental instincts inherent in human beings, each extending from the basic reflex. These core reflexes are: “to eat” (consume food), “to reproduce,” “to sleep,” and “to excrete” (defecate). Additionally, Academician Oleg Maltsev’s extensive research revealed that humans manifest four inherent mental reactions from birth: predatory, intellectual, elephant, and reptiloid. Further exploration led to the concept of the predominant psyche reaction, which dictates an individual’s dominant drives. This subject is thoroughly explored in the book “Introduction to psychology of fate” (Maltsev, 2017).

Oleg Maltsev drew a parallel between the four human psyche reactions and the factors of the Szondi test. This correspondence reveals that the intellectual reaction invariably corresponds to e, hy factors, representing thoughts. Elephant-related reactions are linked to words correspond to k, p factors. Reactions h, s are associated with the predatory human reaction, while reactions m, d align with the reptiloid reaction. From these reactions, four primary activities emerge: tournament chivalry (h, s), intelligence (e, hy), mechanics (d, m), and combinatorics (k, p). These four activities form the foundation for all professions worldwide. Other professions stem from these four categories, as outlined by Leopold Szondi. This principle underscores the primogeniture of professions that define an individual’s identity today.

Consider the example of a physician. The predominant mental reaction required for a physician is the intellectual reaction, a consequence of the excretion (defecation) reflex. This reaction is combinatorial in nature. Thus, a physician’s task revolves around identifying the root cause of ailments and addressing them. Even in specialized criminal environments, professions are divided into four types: combinatorics, such as a safecracker or card cheat; information-centric roles, like a pickpocket; elephant-related roles, such as a robber; and predatory roles, including a murderer.

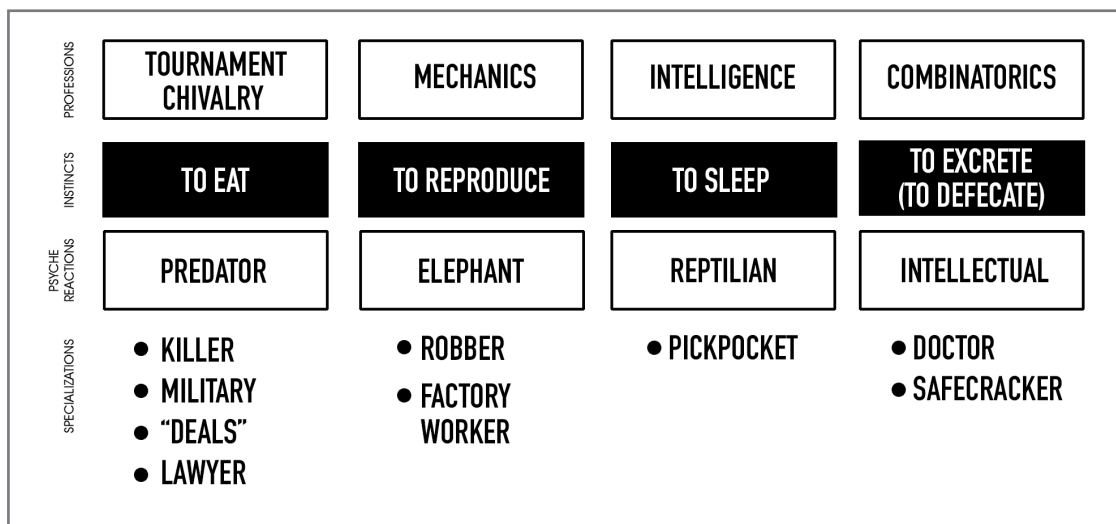


Figure 4. Correspondence of four human psyche reactions, specializations, instincts and professions

Undoubtedly, the principles of depth psychology assert that there exist only four fundamental categories of professions, and this theoretical framework holds that no more can exist, even in a theoretical sense. This limitation arises from the four core reflexes. Irrespective of the specific nomenclature – whether journalist, scout, pickpocket, scientist, or any other – these designations essentially correspond to one of the four overarching types of professions. In essence, an individual has the inherent potential to excel in any of these four categories. By mastering these foundational professions, one has the capability to effectively master any other vocation in the world.

To visually encapsulate the aforementioned concepts, it is suggested to present them in the form of a schematic diagram (Figure 4).

Given the outlined principles, it is prudent to revisit the phenomenon of training. A logical question emerges: what do trainings actually impart to individuals? For instance, consider the core titles of various trainings. Take the example of a training titled "How to find a life partner." This particular training revolves around the reproductive instinct. In alignment with the above diagram, this instinct corresponds to the elephant mental reaction and the mechanics profession. Consequently, women participating in such a training are essentially guided toward adopting a role analogous to a significant and influential "elephant."

During his analysis of Lipot Szondi's works, Academician Maltsev elucidated the nature of the factors within Szondi's test – clarifying the reason for the presence of two factors within each of the engines. This explanation reveals that within the four vectors (S, P, Sch, C) and eight factors, the first two drivers (h, s) signify deficits, the second pair (e, hy) represent phantoms that encapsulate one's envisioned future, the third pair (k, p) emerge from frustration with one's parents, prompting a search for a Great Mother or Great Father figure. The fourth pair (d, m) signifies a quest for hierarchy – becoming a part of a hierarchy and harnessing its influence. This progression culminates in the final engine. Notably, within the established engine structure, only the (e, hy) and (k, p) components can interchange positions.

Certainly, we can align the four vectors of urges with the aforementioned scheme as follows:

h, s: Predatory reaction of the psyche - Deficiency

e, hy: Intellectual reaction of the psyche - Phantom

k, p: Elephant reaction of the psyche - Great Mother and Great Father

d, m: Reptiloid reaction of the psyche - Hierarchy

Moreover, it is important to acknowledge one of the proponents of L. Szondi's school, his disciple Martin Achtnich. Achtnich (1979) introduced a vocational orientation test that provides insights into a person's potential professional future by categorizing it into four

distinct professions. When an individual takes the Achnich test, the results offer multiple occupational options. The interpretation unfolds as follows:

h, s: Predatory reaction of the psyche – Achnich’s 1st profession (quick success)

e, hy: Intellectual reaction of the psyche – Achnich’s 2nd profession (continuous improvement)

k, p: Elephant reaction of the psyche – Achnich’s 3rd profession (takes a person to a new level)

d, m: Reptiloid reaction of the psyche – Achnich’s 4th profession (triumph)

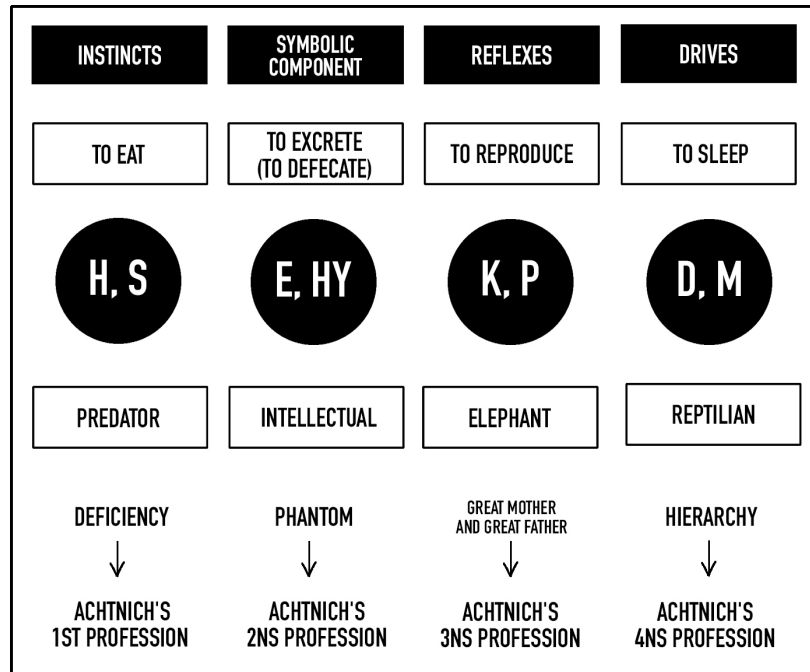


Figure 5. Correspondence of concepts of psychology, four human psyche reactions, instincts, Szondi test factors and vectors, and Achnich’s professions

M. Achnich’s concept illuminates the potential journey of an individual through all four professions, culminating in a triumph. Progressing through these professions sequentially can lead to this ultimate achievement. It is crucial to understand the existence of these options, as often, choices are made unconsciously. The world unconsciously guides individuals through these four professions, regardless of their personal desires, due to the inherent unconscious movement. The crux of the matter lies within one’s essence, their internal makeup. Unbeknownst to them, individuals will naturally traverse this path – it is their destiny. Achnich’s four professions are intricately intertwined with an individual’s destined path. In light of the above, it is evident how depth psychology evolves into applied psychology.

Furthermore, it is noteworthy that prior to engaging with Lipot Szondi’s concepts, Dr. Maltsev was already a follower of the scientific pursuits of Academicians A.S. Yakovlev and G.S. Popov. Consequently, he possessed practical expertise in the realm of depth psychology, encompassing the ancestral concept, the intricacies of memory, and methodologies for studying memory as a complex system.

Academician Yakovlev’s line signifies that any profession can be developed to ascend to a higher level. This progression represents a path of inferiority, epitomized by the phrase: “you are too complete to see it (‘X’).” By honing a profession and deliberately incorporating inferiority, individuals can attain unquestionable authority. This trajectory mandates leveraging one’s imperfections to emerge as an outstanding individualist, creating a unique star persona (Maltsev, 2019).

Ilya Motygin’s line, also referred to as “Popov’s elevator” or the path forged by academician G.S. Popov, represents a managerial journey that shapes the essence of business. Academician Popov concluded and extended the course initiated by Motygin, which ultimately led to the creation of “Popov’s elevator.” This pathway involves orchestrating a clash between two distinct substances to ascend to the highest echelons (Maltsev, 2019).

Academician Popov’s line constitutes the third trajectory, aligning all four professions in a sequential manner, rendering an individual simultaneously everything and nothing. Popov emphasized the necessity of reformatting every facet of an individual. Academician Oleg Maltsev further developed and continued all three approaches.

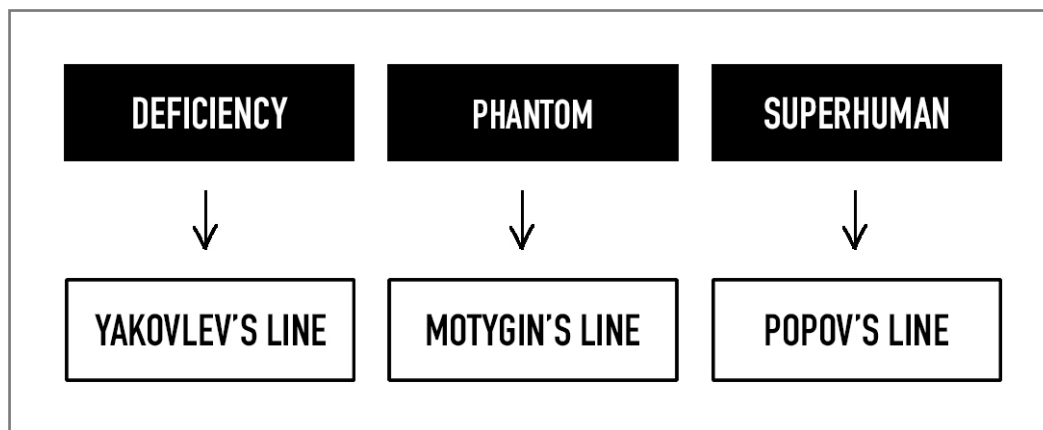


Figure 6. Three lines

Conclusions

In conclusion, Academician Oleg Maltsev devised a comprehensive model that unravels the intricacies of human life and destiny. An individual can halt their progression at various stages, either refining their existing sphere or triggering conflicts. Alternatively, they can traverse all stages, evolving into a holistic persona—this what makes a superhuman. Through the integration of the systems of academicians A.S. Yakovlev and G.S. Popov, coupled with a comparison of the works of L. Szondi, Z. Freud, and K. Jung, Academician Maltsev elucidated the transformation of depth psychology into applied psychology. This framework encompasses an individual’s destiny, illnesses, their very being, and more. It symbolizes the anatomy of knowledge, professions, and human fate.

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