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ISTVÁN SZÉCHENYI ECONOMICS AND MANAGEMENT DOCTORAL
SCHOOL**

**Effective application of emotional intelligence tools in management
practice to enhance organisational effectiveness**

THESES OF THE DISSERTATION

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Témavezető(k) támogató aláírása

Choice of the subject, research gap

The emergence of Knowledge Management as a separate discipline of management sciences since the mid-1990s was a natural response to the massive changes of global social and market structures that started in the 1970s, continued at an increasing pace from the 1990s and has not lost speed since the millennium. These processes have so drastically changed the market and social environment both the nations, and of the whole globalising world, that the previously familiar centralised long-term corporate strategic planning framework has become completely untenable in an environment that keeps changing at an ever-faster pace.

Both the accelerating speed of change and the increasingly contingent nature of its predictability have clearly led to a shift from *long term strategic planning* practices to the more flexible *strategic management* solutions. The new management approach then has necessitated a radical rethinking of the place and role of people and human knowledge across the whole spectrum of corporate life. Instead of centralised plans and careful, detailed regulation, this means that employees at all levels of the company (not just the executive) should be encouraged to use their common sense, their hopeful loyalty to the company and their creative adaptability in many matters, since rapid changes have already exceeded the limits of centralised decision-making capacities for a long time.

The increasing value represented by the decisions of individual employees has naturally brought a deeper examination of the knowledge base of these individual decisions. This has rediscovered some theoretical frameworks for management science, such as Polányi's explicit knowledge - tacit knowledge distinction, which then became an important research area and a fundamental framework of thought for Knowledge Management itself as a new trend within management sciences. The concept of tacit knowledge was a carefully handled and attentively, almost "discreetly" defined topic in many publications in the 1990s, which was understood a little bit by everyone, but for a long time, only a few dared to formulate it in a concrete, simple (i.e. more usable) way. If, leaving these concerns aside, the notion of *tacit knowledge* is simply seen as a complex, unrepeatable *individual series of human experiences*, or as a complex structure of individual experiences interwoven with a multitude of interchangeable systems, we come closer to the level of complexity of the human personality/individuality. Further exploration of this line of thought may inevitably lead to the need to capture the *main components of* a complex system of *tacit knowledge* and to try to understand the nature of the key relationships between these components. Besides the cognitive type of connections, the question naturally arises: are there also elements of the system of connections between the elements of tacit knowledge of a nature other than at the strictly cognitive level, e.g. of emotional type ones, too?

In general, the disciplines of psychiatry and psychology are continuously researching the nature and the operation of such connections and relationships: how can then the research

gap for this dissertation be defined? Management sciences (also being part of *behavioural sciences*) are focusing on how decisions are made in an organisation and how people interact with each other on individual-, group-, and organisational level to use this obtained knowledge for trying to optimize resource allocation to reach organisational goals at the highest possible level of success. The discipline of knowledge management serves these objectives by concentrating on how individual and organisation knowledge can be increased, improved and transferred on the most effective ways to optimize company operations to reach these organisational purposes. The distinction of explicit- and tacit knowledge is simply based on the finding that knowledge is more than the part of it that can be expressed in words and sentences: the tacit part of it is entirely personal and is absolutely „built in” the person’s experiences; this is where emotions come into the picture. Emotions play crucial role in all human experiences as they significantly form the ways of how incidents, events and happenings are experienced by the individual, so they also actively shape how the actual experiences are “built in” to the individual’s knowledge base and how this knowledge will later be used individually or under any social circumstances.

It means, that if we define **tacit knowledge** as the highly complex and diverse system of the very-very long series of experiences of the individual, then we can understand that these experiences are interwoven by a large volume of emotional impacts on many-many ways. Understanding how the cognitive and emotional elements of tacit knowledge interact with each other, will lead us closer to the understanding of how individuals (a) make decisions (b) interact and cooperate with each other (c) get into conflicts and solve them (d) evaluate situations, get satisfied or unsatisfied, etc. It means, it will lead us closer to the understanding of organisational effectiveness. This is how the **research gap** (being the starting point of this dissertation) is defined: from the viewpoint of knowledge management, the emotional elements of tacit knowledge are worth to be analysed; how they interact with the cognitive elements of tacit knowledge.

Research questions and objectives

In my thesis, I try to understand and map the nature of some of the typical structures and forms of these cognitive-emotional mental connections in their complex system of relationships. Within this topic, an important question is whether *typical functional – forms of connection* can be discovered between the cognitive and the emotional components of the tacit knowledge systems? Does the mapping of these functional forms (*thus coming one step closer to understanding the complex systems of personal, human knowledge-type content*) offer a chance to find tools to increase organisational effectiveness and (as a part of that) to make general operations and knowledge transfer practices in companies and institutions more efficient and knowledge-engraining (-fixation) processes more durable?

Such research results would allow the development of management tools and methodological recommendations (Marczellné, 2012) to make organisational processes more effective and learning practices more efficient. In a well-organised form, these research results can even expand the immaterial capital base of the organisations – both in quantitative and qualitative terms.

Hypotheses of the research

- H1: Typical connections between the cognitive and emotional factors of human consciousness can be identified, which can be used to make both individual competence-building practices and learning organization processes more effective.
- H2: The classic interactions between cognitive and emotional factors can be bidirectional: neither the cognitive → emotional nor the emotional → cognitive direction of action is exclusive, and often longer chain-like mechanisms of action can emerge between elements of the two sets of factors.
- H3: Motivational processes represent a typical interface between cognitive and emotional factors.
- H4: Positive emotional inputs typically induce a positive (upward), whereas negative emotional inputs typically induce a negative (downward) spiral-like series of interactions between elements of an individual's cognitive and emotional processes.
- H5: In order to support leadership and management tasks, it is worthwhile to attempt to create a model that collects and systematizes the basic leadership tools that (*based on the elements of emotional intelligence*) are able to positively guide cognitive-emotional processes at different levels of the organization in such a way that they increase organizational effectiveness. Such model is also able to develop the immaterial capital of the organisations.

The main research objective of this thesis is to build the model defined in the previous section (5).

Based on the research goals above, the thesis examined the interrelations among emotional intelligence, effective leadership and organisational knowledge-management (which can effectively support continuous organisational adaptation). The *literature review* summarised how the new social and business environment of the beginning of the 21th century (with its increasingly faster changes and growing complexity) needs more and more the leadership functions besides the original manager tasks. Leadership competences on the other hand are strongly based on the proper knowledge and skills of emotional intelligence.

The main research goal of the dissertation was to get more information and better knowledge about the typical interrelations between human cognitive and emotional procedures and to use this awareness for building up a model that summarises and systematizes those leadership tools which can manage the cognitive-emotional processes of the company to increase organisational effectiveness.

Primary research: process and methodology

The first part of the primary research of the dissertation carried out a large questionnaire research, with more than a thousand respondents. This survey intended to get to know the nature of human intrinsic motivations better by three open-ended questions. Besides the basic socio-demographic factors, it asked for (a) the favourite autotelic activity of the respondents (b) the pleasure-generating motivations behind this activity and (c) the most important elements of the values of the respondents (by asking them to briefly describe the ideal life-situation where they wish to be in 10 years). After the coding of the large variety of the response-types and after having analysed the results with proper level of statistical analysis, the outcomes showed a significantly high level of value-orientation by the respondents (e.g. through their strong responsibilities for people's wellbeing in the World). People who filled up the questionnaire, showed high level of relatedness to social responsibility and to other highly valued goals; they also have remarkable need for strong autonomy and for real self-development. In the field of material-type goods, they mostly wish for financial safety, and they also evaluate their social connections (family, friends) as being very important for themselves as they wish to be somehow protected emotionally, too.

The next part of the primary research was an interview analysis in which I asked my 72 interviewees to briefly describe important events and/ or persons in their lives that meant remarkable help for them to develop (to go on) (or it meant just the opposite: a significant setting back). I analysed the answers in all the three typical levels of narrative analysis.

The management model (which was the original goal of my dissertation) was composed by the results of these 2 surveys. In this, I used especially those emotional-cognitive interactions (derived by the questionnaire and interviews) which can be applied by the highest efficiency and security in the organisations. As the toolkit of the model, I specified the summarising categories of *Safety*, *Understanding* and *Inspiration* which can be applied on three intervention levels of the management: (a) the *personal coach level* represents the direct leader, the *strategist* has the main task of resource-allocation in the company, while the *general* is responsible for the continuous monitoring of the continuously changing business- and social environmental factors and for regularly working out proper adaptation strategies for them. I assigned several concrete leadership tools to all the three toolkit-groups at each intervention level, but **I rather consider the structural definition of 3x3-category model as being my most important thesis result. Why? Because I think (and hope) that the clear understanding and**

interpretation of this structure can help any levels of organisational leaders to be able to apply several basic and highly effective management tools, which (because of their strong emotional nature) might have not been given proper attention yet, so they were applied only very rarely up till now. An additional very important closing primer research result is that I further validated the model by an additional 600-member questionnaire survey: respondents in this research evaluated the three types of toolkits at each intervention level from the employees' point of view, and they valued the leadership tools of all the 9 category as methodological tool categories with high importance and with strong ability to increase organisational effectiveness. These results can further reinforce the statement that the consequent appliance of the model and its tools can result not only short-term increase of effectiveness, but (by building it into the knowledge-based assets of the corporation) the developing immaterial capital elements of the company can promote the long-term organisational effectiveness, too.

RESULTS OF THE RESEARCH – THESISES

H1: Typical connections between the cognitive and emotional factors of human consciousness can be identified, which can be used to make both individual competence-building practices and learning organisation processes more effective.

The first hypothesis has been clearly confirmed: already the modern theories of intelligence in the interview analysis (chapter 2.3.5. – especially from page 46.) together with the introduction of the concept of emotional intelligence (chapter 2.3.6.), with the results of the interview analysis (chapter 3.3. ➔ especially chapter 3.3.2.) show how cognitive abilities develop through colourful and complex systems during individual life courses - these processes are clearly interwoven by cognitive-emotional interactions.

From the questionnaire survey of the primary research, both from the types of autotelic (intrinsically pleasurable) actions (from the reasoning systems mapped in their background) and from the results of the research about underlying values (chapter 3.2.4.), we also observed a variety of interactions between cognitive and emotional factors (e.g. complex mechanisms acting through orientations towards higher values, or attitudes towards communities and autonomy). The results of the individual and focus group interviews were also able to "catch" (even in more detail and in the most varied forms) a number of typical processes which were achieved through the interactions of emotional and cognitive factors (chapter 3.3). (The model captured only those of these multiple interactions that could be directly and simply applied in a learning organisation. (Chapters 3.3.3. and 3.4.))

Having confirmed Hypothesis 1 both by the secondary and the primary research results, it can be stated as the 1st thesis of the Dissertation:

T1: Typical connections between the cognitive and emotional factors of human consciousness can be identified, which can be used to make both individual competence-building practices and learning organisation processes more effective.

H2: The classic interactions between cognitive and emotional factors can be bidirectional: neither the cognitive → emotional, nor the emotional → cognitive direction of action is exclusive, and often longer chain-like mechanisms of action can emerge between the elements of the two sets of factors.

This second hypothesis is also clearly confirmed. In the chapters presenting the results of both the questionnaire survey (chapters 3.2.4. and 3.2.5.) and the interviews (chapter 3.3.), we have seen several examples of the variable possibilities of the implementation of the bidirectional interactions. One of the most typical examples of the organic linking of cognitive and emotional factors was the complex process of understanding/ interpretation (p. 92. p. 95. p. 99.), but in the context of several other responses we have also seen that emotional factors are very quickly integrated into cognitive processes and vice versa: the complex mechanisms of action of different emotional processes can produce a very wide range of cognitive outputs (chapters 3.2.5. and 3.3.), which often become typical starting points for further individual (internal) or social interactions of cognition/processing.

Having confirmed Hypothesis 2 by the primary research results, it can be stated as the 2nd thesis of the Dissertation:

T2: The classic interactions between cognitive and emotional factors can be bidirectional: neither the cognitive → emotional, nor the emotional → cognitive direction of action is exclusive, and often longer chain-like mechanisms of action can emerge between the elements of the two sets of factors.

H3: Motivational processes represent a typical interface between cognitive and emotional factors.

The third hypothesis can be considered only partially confirmed. It is true, that in many processes, motivation is found as a link between emotional and cognitive factors (both in individual and group decision-making processes and other relationships). As motivation typically starts from needs in many descriptive/analytical models of motivation, in most of the cognitive-emotional interactions revealed in questionnaire and in-depth interview research, one or more underlying needs can be identified, so the process of motivation is already there as a parameter linking the two domains. (Examples include the social needs revealed behind the pleasure-seeking actions of questionnaire research (chapter 3.2.4.1.), or the self-actualization needs inherent in "Spiritual Food"-types of inspirations (chapter 3.2.4.2.) Also in the large number of emotional-cognitive interaction versions of the in-depth interviews (chapter 3.3.),

the social needs behind the "need to belong" type of desire, or the need for recognition or self-actualisation in career advancement ambitions, could be all good examples.)

Thus, a significant part of the interactions between cognitive and emotional types of factors acts through motivational systems (chapters 3.2.4. and 3.3.). However, among the research results of in-depth interviews, we found several mechanisms of action that (although clearly interacting between cognitive and emotional processes) do not specifically act through motivation. For example, different *types of defiance-type* responses (p. 95.) may be explicitly characteristic links between cognitive and emotional factors, yet they cannot be considered as directly motivation-driven responses. The multi-level, complex emotional-cognitive interactions through *roles* and *habits* (p. 91., p. 94. and p. 95.) are also too complex to be explained by the presence or absence of simple motivations. Thus, the third hypothesis can only be accepted on the stipulation that motivation is a typical, but not the only interface between emotional and cognitive factors.

Based on the primary results of the dissertation, the 3rd thesis can be stated as follows:

T3: Motivational processes very often represent typical connecting interfaces between cognitive and emotional factors, but they are not exclusive: other types of psycho-social processes can also be identified as common conjugating elements between emotional and cognitive sub-systems of human thinking.

H4: Positive emotional inputs typically induce a positive (upward), whereas negative emotional inputs typically induce a negative (downward) spiral-like series of interactions between elements of an individual's cognitive and emotional processes.

We must reject the fourth hypothesis in this form. Despite the fact that the research findings from the in-depth interviews include many cases where the above correlations are true (i.e. positive emotional events triggered upward cognitive-emotional spirals, while negative emotional influences triggered downward cognitive-emotional spirals), there are also many examples of the opposite, so this hypothesis cannot be accepted because it does not represent an exclusive form of connection (Chapters 3.3.1. and 3.3.2.). A good example of cases that ultimately respond to positive emotional influence with a negative cognitive-emotional spiral is the type of damaging role-pattern that can be led by the one-sidedness parental (or even managerial) behaviour that initially was meant to be supportive (so absolutely good-intentioned) (p. 90., p. 93.). One possible outcome of this is the already self-defeating degree of perfectionism that emerged in the interview narratives, and in other cases a distorted role-conception of "*I must appear to be the winner in every situation*", which may lead to a pattern of behaviour that is not honest even with oneself, choosing increasingly easy (and thus more certain to win) challenges (pl. 94).

The best examples of the long-term positive impact of negative emotional exposure can be found in the in-depth interview findings at several cases of trauma: we saw highly, multifaceted chains of interaction with positive spiral-like procedure of trauma processing, in which even led to significant personality development and major improvements in quality of life in the cases of the individuals concerned as a result of the interaction of emotional and cognitive learning processes (p. 90. and p. 93.)

Based on the primary results of the dissertation, the 4th thesis can be stated as follows:

T4: Both positive and negative emotional inputs (as starter effects) can induce a series of interactions between elements of an individual's cognitive and emotional processes that can develop either positive (upward), or negative (downward) spiral-like mechanisms.

H5: In order to support leadership and management tasks, it is worthwhile to attempt to create a model that collects and systematizes the basic leadership tools that (based on the elements of emotional intelligence) are able to positively guide cognitive-emotional processes at different levels of the organization in such a way that they increase organizational effectiveness. Such model is also able to develop the immaterial capital of the organisations.

The model built in chapter 3.3.3. and in chapter 3.4. was designed to bring together the tools that can positively influence cognitive-emotional processes at different levels of the learning organisation. The hermeneutic analysis in subchapter 3.3.3 first classified the emotional-cognitive interaction features (obtained as a result of the first questionnaire survey and the interview analysis) according to the aspect of *influenceability*. For the model to be set up, only those features were selected as possible tools that had really high levels of influencability. Subsequently, three sets of tools were identified for the model according to *the usability criterion*, in order to make it more transparent how a given function of emotional-cognitive interaction can increase organisational effectiveness when applied. Rather than listing the specific tools in each of the three groups, Figure 61 shows the key impact mechanisms that act as main drivers of these positive changes in a broad sense.

For the "Security" tool group, the main focus is on ensuring that *various resources are available* in the organisation *in a reasonable volume* for the members of the organisation (e.g. employees). In addition to *material (financial) resources*, management is also responsible for the continuous monitoring of the availability of *emotional/social* resources for individuals (employees) and for their groups. In this context, it is not only important to have the constant supportive presence of the management in person, but also to regularly monitor the availability of the right level of emotional and social intelligence factors for individual- and group activities, and to intervene appropriately, if any gaps are identified.

The most important tools of the model



Key asset groups in promoting organisational effectiveness (source: own ed)

The tools of "Understanding" should be organised here, in the summary section, simply by supporting internal and external processes of understanding. In this context, the tools to increase the level of understanding of *internal processes* are intended to increase the levels of harmony of intrapersonal processes within each individual by clarifying individual internal conflicts. The harmonisation of (external) interpersonal relations between individuals is (1) a practice of effective conflict management at group- and at organisational level, (2) the clarification of goals and their relations to individual and group- tasks and (3) showing clear interrelations between employee efforts and the benefits offered for them by the employer organisation.

At the level of "Inspiration", the most important set of tools is of course related to motivation - in addition to the classic motivational tools, we can also complement the tools to be used here by giving creative tasks and involving stakeholders (i.e. employees) in the setting of goals. Also a precious tool here is the setting of the appropriate levels of autonomy, of showing new viewpoints for certain goals and situations and of using the tool of "shaking off" (introduced in the previous chapter). When setting organisational goals, it can be particularly effective to create opportunities for linking these purposes to higher-level objectives (for example, by taking higher organisational responsibility for a major CSR- issue).

	Personal coach	Strategist	General
Inspiration			
Understanding			
Safety			

Three levels of intervention in the model (source: own ed.)

The results of the 2nd questionnaire research showed clearly that employees had validated all parts of the model (in all its 3 tool-groups at all its 3 levels: they found the tools very important and appropriate to increase organisational effectiveness. In the light of the above, the fifth hypothesis was confirmed and can be stated in the following thesis form:

T5: The final model of the dissertation can offer several management tools by which organisational leaders can positively guide the cognitive-emotional processes at different levels of their organizations and can increase organizational effectiveness by applying them.

NEW AND NOVEL SCIENTIFIC RESULTS

Based on the dissertation results, the following statements can be phrased:

The resulted model contains Safety, Understanding and Inspiration as the areas in which the interaction of emotional and cognitive factors in a learning organisation are most tangible and can be best influenced by the three levels of management: by first line-, by middle- and by senior managers.

The conscious and professional application of the model and its tools can significantly increase organisational effectiveness.

It is not only proven by the results of the validating 2nd questionnaire research, but it also can be understood by the remarkable development that the adopted model can bring to the immaterial capital elements of the utilizing organisation.

Some of the authors' previous publications in the topic:

- Eszter Marczell-Szilágyi (2019): **Global economy vs. multicultural challenges: difficulties and opportunities of knowledge management practices**; 9th International Conference of management: People, Planet and Profit: Sustainable business and society; SzIE Gödöllő, 13-14th / June 2019
- Eszter Marczell-Szilágyi (2019): **Same understanding of the same knowledge? — The importance of understanding the cultural differences in the global business relations**; ISREIE 2019 Conferences; Aurel Vlaicu University of Arad; 23-25/ May 2019;
- Eszter Marczell-Szilágyi (2017): **The optimal utilisation of employees' competences**; HASSACC; Conference on Human and Social Sciences; Volume: 5, Issue: 1, September 2017; Publisher: *EDIS - Publishing Institution of the University of Zilina*; Powered by: *Publishing Society, Slovakia*; ISSN: 2453-6075, CD ROM ISSN: 1339-522X; ISBN: 978-80-554-1374-7
- Eszter Marczell-Szilágyi (2016): **Effective learning – A simple approach**; UNIVERSITAS BUDAPESTIENSIS DE “METROPOLITAN” ANNALES TOMUS VIII; ISSN: 1789-879X (p. 255-261)
- Eszter Marczell-Szilágyi (2015): **Cognitive and emotional factors of tacit knowledge**; in: II. Gazdálkodás és Menedzsment Tudományos Konferencia: „A vidék él és élni akar” Tanulmánykötet; I. kötet, Kecskemét; p. 353-358. ISBN 978-615-5192-33-3 II.
- Marczellné Szilágyi Eszter (2012): **Tudás, intelligencia, motiváció: merre visznek, és miért pont arra?**; in: 2012-es Szegedi Taylor Konferencia tanulmánykötete; p. 115-123. <http://vikek.hu/wp-content/uploads/2014/02/4-%C3%89VFOLYAM-5-SZ%C3%81M.pdf> ISSN 2062-1396
- Marczellné Szilágyi Eszter (2012): **Az érzelmi intelligencia, mint a tacit tudás része**; in: Poór J. Dr. – Karoliny Mné. Dr. – Berde Cs. Dr. – Takáts S. Dr. (szerk.): Átalakuló emberi erőforrás-menedzsment; p. 98-106; CompLex (ISBN: 978 963 295 083 9)
- Marczellné Szilágyi Eszter (2011): **Az érzelmi intelligencia és tehetséggondozás lehetséges szimbiózisa**; in: Tehetséggondozási workshopok a Kodolányi János Főiskolán 3. / 2011. p. 35-41. ISBN 978 615 5075 12 4
- Marczellné Szilágyi Eszter (2011): **Érzelmi intelligencia és tudásmenedzsment**; in: Tudásból várat ...- MTA Vezetés - és Szerveztudományi Bizottság, Tudásmenedzsment Albizottság II. számú gyűjteményes kötete, N&B. Kiadó, Budapest (2011); p.167-175. ISBN: 978 963 08 1265 8

Annex: Nyilatkozatok

EGYEZŐSÉGI NYILATKOZAT

Alulírott Marcellné Szilágyi Eszter nyilatkozom, hogy az értekezés és a tézisfüzet leadott **nyomtatott példányai és azok elektronikus változatai mindenben megegyeznek.**

Kelt: Budapest, 2025. augusztus 20.



doktorandusz aláírása

JOGI NYILATKOZAT

Alulírott Marcellné Szilágyi Eszter, jelen nyilatkozat aláírásával kijelentem, hogy a(z) **Effective application of emotional intelligence tools in management practice to enhance organisational effectiveness**

című PhD értekezésem önálló munkám, az értekezés készítése során betartottam a szerzői jogról szóló 1999. évi LXXVI. törvény szabályait, valamint a Széchenyi István Gazdálkodás és Szervezéstudományok Doktori Iskola által előírt, a doktori értekezés készítésére vonatkozó szabályokat, különösen a hivatkozások és idézések tekintetében.¹

Kijelentem továbbá, hogy az értekezés készítése során az önálló kutatómunka kitétel tekintetében témavezető(i)met, illetve a programvezetőt nem tévesztettem meg.

Jelen nyilatkozat aláírásával tudomásul veszem, hogy amennyiben bizonyítható, hogy az értekezést nem magam készítettem, vagy az értekezéssel kapcsolatban szerzői jogsértés ténye merül fel, a Soproni Egyetem megtagadja az értekezés befogadását.

Kijelentem továbbá, hogy nincs folyamatban ugyanezen tudományágban általam kezdeményezett doktori fokozatszerzési eljárás, továbbá nem állok doktori fokozat visszavonására irányuló eljárás alatt, illetve 5 éven belül nem vontak vissza tőle korábban odaítélt doktori fokozatot.

Az értekezés befogadásának megtagadása nem érinti a szerzői jogsértés miatti egyéb (polgári jogi, szabálysértési jogi, büntetőjogi) jogkövetkezményeket.

Kelt: Budapest, 2025. augusztus 20.



doktorandusz aláírása

¹ 1999. évi LXXVI. tv. 34. § (1) A mű részletét – az átvevő mű jellege és célja által indokolt terjedelemben és az eredetihez híven – a forrás, valamint az ott megjelölt szerző megnevezésével bárki idézheti.

36. § (1) Nyilvánosan tartott előadások és más hasonló művek részletei, valamint politikai beszédek tájékoztatás céljára – a cél által indokolt terjedelemben – szabadon felhasználhatók. Ilyen felhasználás esetén a forrást – a szerző nevével együtt – fel kell tüntetni, hacsak ez lehetetlennek nem bizonyul.