

Interpersonal skills: a comparative study of the fitness industry and the technological sector

Yelena Musikhina^{1*}, Md. Tota Miah²

¹*International Academy of Practical Psychology and Pedagogy, Almaty, Kazakhstan*

²*Hungarian University of Agriculture and Life Sciences (MATE), Gödöllő, Hungary*

Abstract

Today, with the trend of the development of the technical sphere and the increase in the need for the development of a healthy lifestyle, an essential factor when choosing a professional is not only a competent specialist but also a high level of emotional intelligence taken into account, as this is one of the main predictors of effectiveness in working with people for results. This study is relevant since managers of technical specialties directly focus on working with equipment, and the zone of emotional intelligence will be their zone for development; in turn, trainers concentrate on working with people who often hone the skill of emotional intelligence. The goal is to determine the level of differences in emotional intelligence among technical company managers and fitness trainers. The object is the managers of the technical company (TOO KN-Tel) and fitness trainers (FitnessB). The subject of research is the level of emotional intelligence. The research methodology was composed of the "Emotional Intelligence Test" (N. Hall) and the "EmIn Test". The data collected from the technical company managers and the fitness club trainers were processed using the IBM SPSS Statistics 22 statistical program package. Emotional intelligence plays an important role in the success of both groups, but it manifests itself differently depending on the professional environment. These differences must be considered when developing emotional competence development programs for different professional categories. The results of this work revealed the level of understanding of other people's emotions in both groups, and companies could use it to draw up training programs and events to develop emotional intelligence as a whole and in individual ego zones.

Keywords: managers, coaching, skills, emotional intelligence, competencies, professional competencies, personnel management

Тұлға аралық дағдылар: фитнес индустриясы мен технологиялық секторды салыстырмалы зерттеу

Мусихина Е.В.^{1*}, Миах Т.²

¹Халықаралық практикалық психология және педагогика академиясы, Алматы, Қазақстан

²Венгрия ауыл шаруашылығы және өмір туралы ғылымдар университеті (МАТЕ), Годолло, Венгрия

Түйін

Бүгінгі таңда техникалық саланың даму тенденциясы және салауатты өмір салтын қалыптастыру қажеттілігінің артуы жағдайында маман таңдауда маңызды фактор тек құзыретті маман ғана емес, сонымен қатар эмоционалдық интеллекттің жоғары деңгейі де ескеріледі, өйткені бұл нәтижеге жету үшін адамдармен жұмыс істеудегі тиімділіктің негізгі болжаушылардың бірі. Бұл зерттеу өзекті болып табылады, өйткені техникалық мамандықтардың менеджерлері тікелей технологиямен жұмыс істеуге бағытталған және эмоционалдық интеллект саласы олардың даму аймағы болады, өз кезегінде тренерлер адамдармен жұмыс істеуге назар аудара отырып, эмоционалдық интеллект дағдыларын жиі шындайды. Мақсат – техникалық компания менеджерлері мен фитнес-жаттықтырушылар арасындағы эмоционалдық интеллект айырмашылығының деңгейін анықтау. Объектілер – техникалық компанияның менеджерлері («КН-Тел» ЖШС) және фитнес-тренерлер (FitnessB). Зерттеу пәні эмоционалды интеллект деңгейі болып табылады. Зерттеу әдістемесі «Эмоционалдық интеллект сынағы» (Н. Холл) және «Тест ЭМИн» болды. Техникалық компания менеджерлері мен фитнес-клуб жаттықтырушыларынан жиналған деректер IBM SPSS Statistics 22 статистикалық бағдарламалық пакетінің көмегімен өңделді. Эмоциялық интеллект екі топтың да табысты болуында маңызды рөл атқарады, бірақ кәсіби ортаға байланысты әртүрлі түрде көрінеді. Бұл айырмашылықтарды әртүрлі кәсіби санаттар үшін эмоционалдық құзыреттіліктерді дамыту бағдарламаларын әзірлеу кезінде ескеру қажет. Бұл жұмыстың нәтижелері екі топтағы басқа адамдардың эмоцияларын түсіну деңгейін анықтауға мүмкіндік берді және оларды пайдалануға болады. Компаниялары жалпы эмоционалдық интеллектті және оның жеке аймақтарын дамытуға бағытталған оқу бағдарламалары мен іс-шараларын жасау үшін.

Кілттік сөздері: менеджерлер, тренингтер, дағдылар, эмоционалды интеллект, құзыреттер, кәсіби құзыреттер, персоналды басқару

Межличностные навыки: сравнительное исследование фитнес-индустрии и технологического сектора

Мусихина Е.В.^{1*}, Миах Т.²

¹*Международная академия практической психологии и педагогики, Алматы, Казахстан*

²*Венгерский университет сельского хозяйства и естественных наук (MATE), Гёдёллэ, Венгрия*

Аннотация

Сегодня, при тенденции развития технической сферы и увеличении потребности в развитии здорового образа жизни, немаловажным фактором при выборе профессионала является не только компетентный специалист, но также учитывается высокий уровень эмоционального интеллекта, так как это один из главных предикторов эффективности в работе с людьми на результат. Данное исследование актуально, поскольку менеджеры технических специальностей непосредственно сосредотачиваются на работе с техникой и зона эмоционального интеллекта, будет являться их зоной для развития, в свою очередь как тренеры, сосредотачиваясь на работе с людьми, чаще оттачивают навык эмоционального интеллекта. Целью является определение уровня различий эмоционального интеллекта у менеджеров технической компании и фитнес-тренеров. Объектом являются менеджеры технической компании (ТОО KN-Tel) и фитнес тренеры (FitnessB). Предметом исследования является уровень эмоционального интеллекта. Методологию исследования составили «Тест эмоционального интеллекта» (Н. Холл) и «Тест ЭИИ». Собранные данные от менеджеров технической компании и у тренеров фитнес-клуба были обработаны с использованием пакета статистических программ IBM SPSS Statistics 22. Эмоциональный интеллект играет важную роль в успехе обеих групп, но проявляется по-разному в зависимости от профессиональной среды. Эти различия необходимо учитывать при разработке программ по развитию эмоциональной компетентности для различных профессиональных категорий. Результаты данной работы позволили выявить уровень понимания чужих эмоций в обеих группах и могут быть использованы компаниями, для составления тренинговых программ и мероприятий, направленных на развитие эмоционального интеллекта в целом и на отдельные его зоны.

Ключевые слова: менеджеры, тренерство, навыки, эмоциональный интеллект, компетенции, профессиональные компетенции, управление персоналом

Introduction

Solutions to many theoretical and practical ways of displaying emotional intelligence are revealed in theories of emotional-intellectual abilities, the theory of emotional competence, the non-cognitive theory of emotional intelligence, and others. Also, the volume of research devoted to the importance of interpersonal skills for successful leadership has been growing recently. Social intelligence is becoming critically important for managers, coaches, and mentors at various levels because their success increasingly depends on effectively managing teams, establishing strategic connections, and influencing others. The higher the level of the organizational hierarchy, the more problem-solving is associated with interpersonal interaction [1]. Employees who know how to resolve conflicts, motivate others, and adapt to changes often have higher emotional intelligence. Accordingly, organizations often seek to hire coaches or managers with the above skills. Awareness of the importance of interpersonal competencies has recently acquired the status of a company asset related to human capital. There is a shift in the understanding of soft skills: employees with high emotional intelligence are now perceived as valuable assets [2].

For coaches, the ability to empathize and understand is essential, but more often than not, relationships in sports are long-term, and the coach must be a leader. There are many leadership theories, but there needs to be more research in sports leadership. Researchers have developed the Coach Behavior Assessment System and the Sports Leadership Scale, which allow us to assess the influence of coaches' communication with athletes on their confidence levels and performance. More often, high performance in competitions was associated with the style of training, a reflection of the coach's competence, the level of satisfaction with training, the self-esteem and motivation of the athlete, and other communication factors during preparation [3,4]. Boardley, Kavussanu, and Ring, in their study of transformational and transactional leadership theories, found similarities in the effectiveness of business models, coaching, and sports. Both found support for the relationship of these leadership behaviors to training effectiveness [5]. It has been theoretically substantiated and experimentally proven that emotional intelligence is a set of personal abilities that ensure identification, understanding of the causes, and management of one's own emotions and other people's emotions to successfully achieve goals and objectives in activities (professional activities, communication). It includes an intrapersonal component - understanding and managing one's own emotions and an interpersonal component - understanding and managing other people's emotions.

The article aims to determine the level of differences in emotional intelligence among managers of a technical company and fitness trainers. The object is managers of a technical company (TOO KN-Tel) and fitness trainers (FitnessB). The subject of the study is the level of emotional intelligence. The hypotheses of the study are related to the specifics of work and leadership:

Hypothesis 1: Fitness trainers have higher emotional intelligence than managers of a technical company.

Hypothesis 2: Managers of a technical company have higher emotional intelligence than fitness trainers. The article includes a literature review, data collection, methodology, statistical analysis, and conclusions.

Literature review

Theoretical analysis of emotional intelligence in managers

Modern conditions have changed the requirements for managers. One requirement is emotional leadership, where you must skillfully manage people, relying on emotional intelligence. Emotional leadership leads companies to success, unlike the rational approach, which is already outdated.

Emotions seriously affect an individual's health and behavior, but social emotions have only recently begun to be studied. They affect the ability to cope with stress, resolve conflicts, regulate mood and performance, etc. Motivation, the effectiveness of the organization, and professional activity depend on how well a person can manage his emotional state.

While defending his doctoral dissertation, Physiologist Reuven Bar-On introduced a new concept of the "emotionality coefficient," which gained popularity and was studied in more detail by scientists John Mayer and Peter Salovey. This concept spread in the scientific field when an article with this title was published. It is also worth mentioning the works of Daniel Goleman, who described the history of the development of the emotional intelligence theory by analyzing modern ideas about this phenomenon. He also proposed his model [6,7].

This concept spread in the scientific field when an article with this title was published. Scientists identify the four components of emotional intelligence: self-control, self-awareness, sensitivity to society, and relationship management. Self-awareness and self-control aim to work with an individual's emotions; the last two components are essential when communicating with others. For example, empathy is needed for a company to be successful, especially in an environment with several cultures. A manager must be stress-resistant and correctly use the emotions of his subordinates to achieve the company's goals [8,9,10]. That is why such terms as "emotional contagion" and "emotional uplift" come into play.

Theoretical analysis of emotional intelligence in coaches

From a coaching perspective, self-control in coaches results from training in self-awareness and working on time efficiency. To create training and daily plans, coaches can improve organizational aspects through software and web platforms. In addition, coaches who have the best results in organizing their schedule have high results in the teams they lead. Thus, there is a connection between the ability to control their emotional state in coaches and the victories of their athletes. Scientists have also found a connection in the opposite direction: aggressive behavior of coaches leads to low motivation in athletes [11]. Therefore, the emotional background of athletes increases after a motivational speech by a coach before important competitions. A coach who can evoke positive pre-game feelings in his athletes demonstrates control over his emotional state and knowledge of the emotions that prompt them to react. Therefore, the coach is

responsible for implementing emotional regulation and control, especially at critical moments for the team.

Olympic coaches note that keeping calm under pressure significantly improves their ability to make strategic decisions and effectively manage a team [12]. Thus, cognitive-behavioral training allows a coach to develop skills in hiding emotions during tense moments in games and reduce the number of penalties for the team since the athletes also try to control their behavior [13]. Emotionally intelligent coaches know how to adjust the team's actions right during games, significantly if the opponent has changed their behavior strategy.

However, the calm state of an athlete is more suitable for sports that require concentration (chess, e-sports, etc.). Experienced coaches understand that there is a specific range of emotions. Sometimes, athletes in a state of anger can produce better results, significantly if the sport is associated with physical activity [14]. Therefore, control on the part of a coach also lies in the ability to bring his team out of a state of equilibrium to achieve high sports results (for example, in football) [15].

But the feelings of anger and anxiety are two emotions with opposite effects. Anger leads to achieving results as a catalyst, and anxiety does not allow concentration; it is an exhausting internal state [16]. At this moment, when the coach notices the first symptoms of anxiety and worries, he demonstrates such behavior that calms the athlete. However, if the coach does not have an emotional connection or needs to learn how to read team members' emotions, this leads to low sports results. It turns out that team management is the most essential skill for a coach, individual athletes, or the entire team [17,18]. Thus, a necessary role of the coach is the ability to resolve conflicts that arise not only at the team level but also between players and the management of sports clubs, to replace parents where necessary, to motivate and lead to achievements, and to be a friend in those moments when it is needed.

Methodology

The data for the study were collected as a result of a survey of employees of two companies: TOO "KAR-Tel" and "FitnessBlitz." In the first company, 30 top and middle managers were surveyed; 30 trainers were also surveyed in the second company. Mathematical processing was carried out using the IBM SPSS Statistics 22 statistical software package. Psychodiagnostic research methods are based on two methods:

1. Methodology "Emotional Intelligence Test" (N. Hall).
2. "Test EmIn" (D.Lucin).

The purpose of the first method is to determine the key aspects of the perception of the emotional stability of the individual [19]. The second method additionally includes the Mann-Whitney U test and will allow to identify the ability to control one's own emotions and the emotions of others [20,21].

The stages of conducting the research include:

1. Conducting two tests on the example of a technical company, namely managers of KAR-Tel LLC;
2. Conducting two tests among fitness trainers "FitnessBlitz"
3. Statistically process the results of each sample;

4. Formulate the necessary conclusions based on the results obtained.

Emotional Intelligence Test" N. Hall

The procedure for conducting the method: the subjects are offered statements that, in one way or another, reflect various aspects of their lives. Each statement must be marked according to the level of compliance with it on a scale from (-3 points) to (+3 points), there is no intermediate value of 0. Registered indicators: the methodology consists of 30 statements, divided into 5 parts (Figure 1).

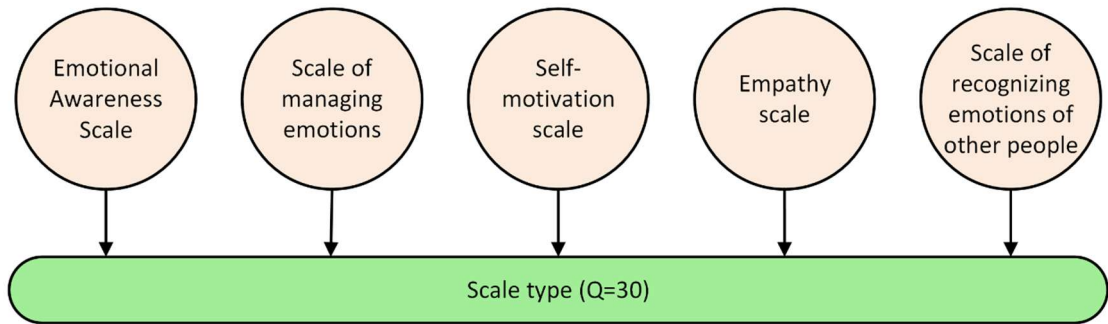


Figure 1. Types of question scales according to the “Emotional Intelligence Test” method (N. Hall)

Note: compiled by the authors

The first scale shows understanding and awareness of one's emotions through regular enrichment of the vocabulary of emotional expressions. The second scale assesses the ability to control one's emotional state. The third scale assesses a person's ability to control one's behavior. The fourth scale is devoted to determining the empathy of a leader (trainer or manager) and the ability to read the emotions of others by their behavior. Finally, the fifth scale includes questions to assess the ability to influence others.

This test will assess the ability of managers to recognize and regulate their emotions, including during conflict situations. The positive side of the survey is also information about how managers use emotions to maintain high motivation and productivity at work. It is planned to identify strengths and weaknesses in developing emotional intelligence in individual managers. The survey of fitness trainers will show the quality of customer service, the training process's effectiveness, and the fitness club's working atmosphere. Trainers with developed empathy better understand their clients' emotional and physical limitations, which helps to individualize training programs, avoid overload, and maintain motivation at a high level.

The second test "Test EmIn" D. Lucin

The procedure for conducting the method: subjects are offered 46 statements. To calculate the points, the answers are coded according to two scales:

a. For statements with the key: completely disagree - 1, completely disagree - 0, completely agree - 3.

b. For statements with a reverse key: strongly disagree - 3, degree of disagree - 2, degree of agreement - 1, strongly agree - 0.

These answers have 9 gradations, which reflect the ability to understand one's own internal emotions and interpret the emotions of other people (Figure 2).

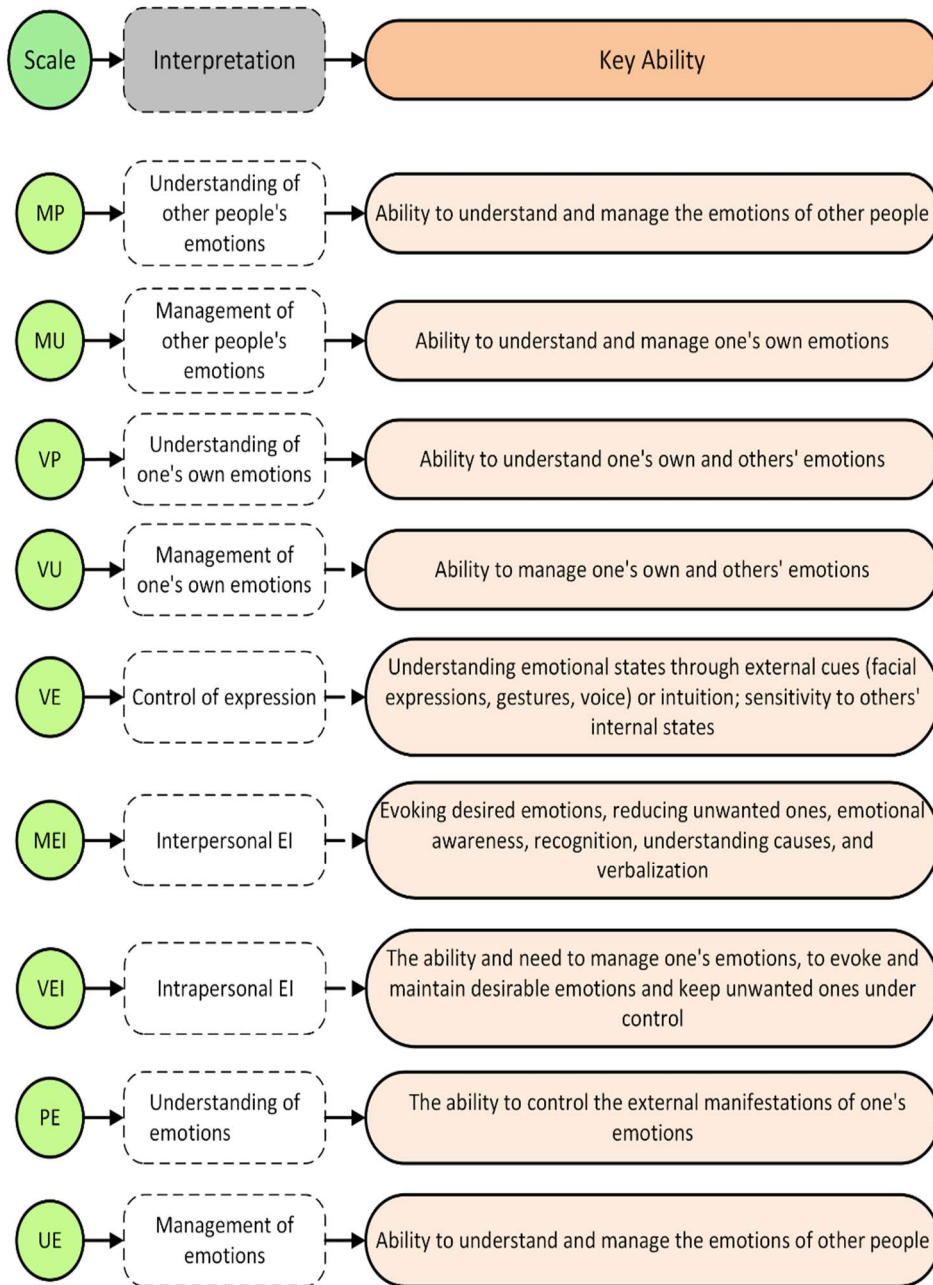


Figure 2. Registered indicators

Note: compiled by the authors

Therefore, the EmIn Test by D. Lusin is an effective tool for a comprehensive assessment of emotional intelligence, allowing one to determine the level of understanding, management of emotions, and empathy in the person himself and interpersonal interactions.

Results for the "Hall Emotional Intelligence Test"

The study then covered samples of 30 people to analyze the level of emotional intelligence. Based on the data obtained, researchers identified and described the features of emotional intelligence in each sample. Graphic data on the method "N. Ksoll's Emotional Intelligence Test" for both are shown (Figure 3).

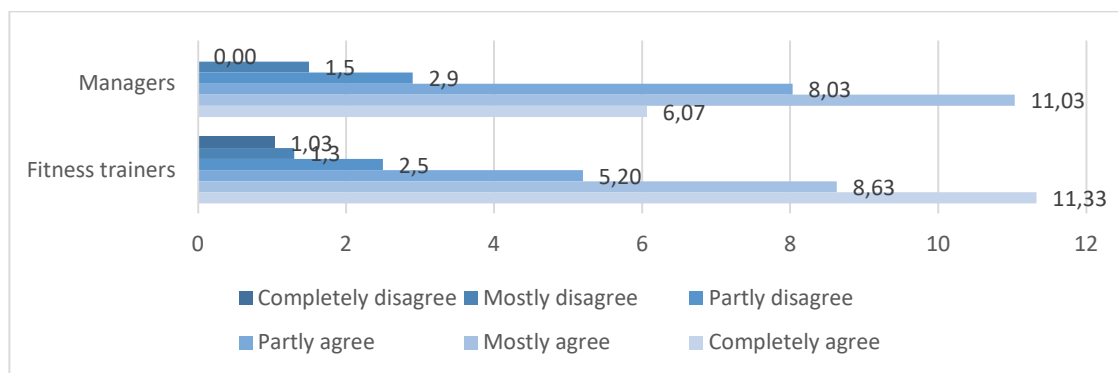


Figure 3. Average scores of managers of a technical company and fitness trainers (“N. Ksoll’s Emotional Intelligence Test”)

Note: compiled by the authors

According to the data obtained, most of the answers are combined in the column "In fundamental agreement," which offers a greater understanding of the statements about the level of external emotional intelligence. Researchers obtained the following results based on Table 4 and the analysis of the emotional intelligence scale (Figure 4).

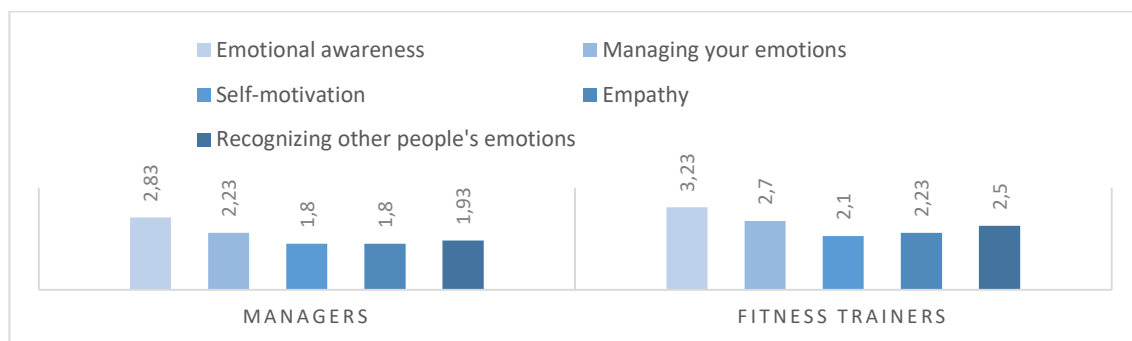


Figure 4. Comparative data of scales according to the method “N. Hall’s Emotional Intelligence Test” of both samples

Note: compiled by the authors

According to Figure 4 and the detailed study of the emotional intelligence scale, the results showed the scale “Emotional awareness” of the technical company showed a reasonably high result, which indicates a general knowledge of emotions, their occurrence, and understanding, indicating in the school "mostly" Agree" a higher number of points (3.23 average score).

The results for fitness trainers also showed the highest result, which indicates a complete recognition of emotions and their occurrence, indicated in the school “completely agree” a higher number of points (2.83 average scores);

In the school, “Managing your emotions” is a good result, and in general, the subject's managers and trainers can control their emotions without difficulty; this is indicated by the highest number of colors indicated in the school "in normal agreement" (2.7 and 2.23 average ball);

On the scales, “Self-motivation” and “Empathy” for managers change in the same results. Relative to other scales, the average ball was lower (1.8 average score) in these. We assume that managers of a technical company work more directly with a technician and with clearly specified orders, which does not allow regular, informal contact with colleagues. Hence, the low results in these scales;

Results of a survey of fitness trainers at the “Self-motivation” school, the subjects showed the lowest result of all the available scales (2.1 average scores). We assume that fitness trainers are regularly subject to emotional feedback the side and subsequently, according to the words that we welcome, from emotional exhaustion, the motivation itself remains not at a high level, which was confirmed by the results and in the "Empathy" school, the result indicates a high understanding of the emotional state of a person's friend (2.23 average score);

The “Recognition of Other People's Emotions” scale differs significantly in the two samples. Managers do not have high results, although we have more marked balls in the “completely agree” school. However, compared to the previous ones, the school could be a leader (1.93 average scores). On the contrary, fitness trainers have relatively high results relative to each other's scales. Constant interaction with people allows us to recognize different people's emotions better (2.5 average scores).

Results for the “Emin D.Lucina Test”

The results of D. Lusin's “Emin Test” allow one to assess the general level of emotional intelligence, including intrapersonal and interpersonal aspects. They show the ability to recognize and manage one's emotions, understand and regulate other people's feelings, and demonstrate empathy and emotional regulation (Figure 5).

Analyzing the results of managers, in descending order, in Figure 4, we see that most people (19.5) marked the option “Rather agree”. Next comes the column “Rather disagree” (14.06). We received the least results in the column “Completely agree” and “Completely disagree”, which generally indicates that the subjects in the proposed statements, to a greater extent, did not give a completely confident statement (7.63), but also the least (5.13) they gave a negative answer to the proposed 46 statements.

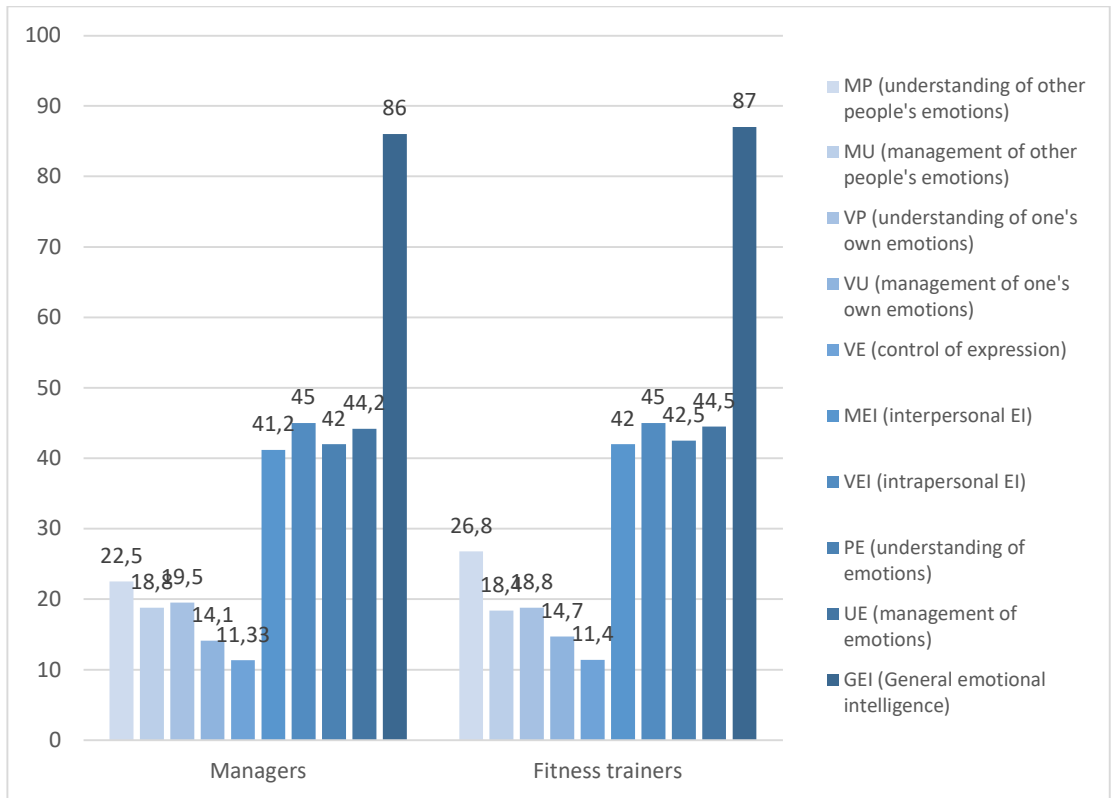


Figure 5. Comparative data of the scale according to the method “Test EmIn D.Lucini” with a choice

Note: compiled by the authors

Analyzing the results of fitness trainers, in descending order in Figure 6, we see that most fitness trainers (13.6) marked the option “Rather agree”, as did the managers of the technical company. However, compared with the managers of the technical company, in the column “Completely agree”, we received a greater result than the managers of the technical company, which generally indicates more confident answers to the statements (12.53). It is worth noting that in the column “Rather disagree” we received a result (11.16), which is clearly less than in the other sample. Still, in the column “Completely disagree” we received a higher result (8.7), which once again shows that fitness managers have more specific and confident answers.

To identify the differences in emotional intelligence among fitness trainers and technical company managers, a mathematical analysis of the data was carried out using the Mann-Whitney U-test in the IBM SPSS Statistics 22 program. Mathematical processing revealed indicators in the level of differences in emotional intelligence among fitness trainers and technical company managers, presented in Table 1.

Table 1. Comparison of the indicators of managers of a technical company and fitness trainers on the questionnaire EMIN Lyusin D.V scale.

Scale	Subgroup	Average rank	Sum of ranks
MP	Managers	33,5	1005
	Fitness trainers	27,5	825
MU	Managers	19,82	594,5
	Fitness trainers	41,18	1235,5
VP	Managers	34,12	1023,5
	Fitness trainers	26,88	806,5
VU	Managers	27,5	825
	Fitness trainers	33,5	1005
VE	Managers	30,3	909
	Fitness trainers	30,7	921
MEI	Managers	26,1	783
	Fitness trainers	34,9	1047
VEI	Managers	30,53	916
	Fitness trainers	30,47	914
PE	Managers	25,45	763,5
	Fitness trainers	35,55	1066,5
UE	Managers	25,3	930
	Fitness trainers	35,7	900

Note: compiled by the authors

On the MP scale, managers have an average rank of 33.5, higher than 27.5 for fitness trainers, indicating superior performance. In contrast, on the MU scale, fitness trainers show a significant advantage with an average rank of 41.18 compared to 19.82 for managers, indicating higher scores in this category. Similarly, on the VP scale, managers again outperform trainers with a rank of 34.12 against 26.88. However, on the VU scale, fitness trainers score higher (33.5) than managers (27.5), indicating superior performance. On the VE scale, there is equality, as the average ranks are almost the same - 30.3 for managers and 30.7 for trainers, indicating similar results in this parameter. On the MEI scale, trainers also show an advantage with a rank of 34.9 compared to 26.1 for managers, confirming their superior scores. The difference between the groups in the VEI and PE scales is minimal, but fitness trainers still have higher scores - 30.53 and 35.55, respectively, compared to 30.47 and 25.45 for managers. Finally, on the UE scale, trainers also demonstrated a better result (35.7) than managers (25.3). In general, the data indicate that managers have an advantage in some scales.

In contrast, in others, fitness trainers show higher results, which allows us to identify differences between these two professional groups in various aspects of their emotional perception and interaction. For some scales, managers show higher results (e.g., MP, VP). For other scales, fitness trainers have an advantage (e.g., MU, MEI, PE). The last step in this study is a nonparametric statistical test used to compare the

differences between two independent samples. Scientists use this test in cases where the data does not correspond to a normal distribution or the samples have different sizes (Table 2).

Table 2. Mann-Whitney test for both samples

Statistical criteria	MP	MU	VP	VU	VE	MEI	VEI	PE	UE
U Mann-Whitney	360	129,5	341,5	360	444	318	449	298,5	435
Wilcoxon's W	825	594,5	806,5	825	909	783	914	763,5	900
Z	-1,37	-4,76	-1,64	-1,37	-0,09	-1,96	-0,02	-2,25	-0,22
Asymptotic significance (2-sided)	0,171	0	0,101	0,17	0,928	0,05	0,988	0,025	0,049
Grouping variable: Specialty									

Note: compiled by the authors

The average rank on the MU scale of the EmIn Lusin questionnaire is 33.50 for managers and 27.50 for trainers. Managers demonstrate a higher level of MU than trainers. Since the value of the significance level (Asympt. val (two-sided)) is 0.171, the level of MU among managers of the technical company is higher than that of fitness trainers. The average rank on the MU scale of the EmIn Lusin questionnaire is 19.82 for managers and 42.18 for fitness trainers. Managers demonstrate a lower level of MP compared to trainers. The average rank on the VP scale of the EmIn Lusin questionnaire is 34.12 for managers and 26.88 for fitness trainers. The level of VP among managers is higher than that of trainers. The average rank on the VP scale of the EmIn Lusin questionnaire is 27.50 for managers and 33.50 for fitness trainers. Fitness trainers demonstrate a higher level of VE compared to managers. The average rank on the VE scale of the EmIn Lyusin questionnaire is 30.30 for managers and 30.70 for fitness trainers. Thus, the VE indicator is at the same level for fitness trainers and managers. Since the value of the significance level (Asympt. sign (two-sided)) is 0.928, there are no differences in the level of VE among managers of a technical company and fitness trainers. The average rank on the MEI scale of the EmIn Lyusin questionnaire is 26.10 for managers and 34.90 for fitness trainers.

Interestingly, the indicators for managers of a technical company and the indicators for fitness trainers show statistically significant differences. The MEI level of fitness trainers is higher than that of managers. There are no differences in the level of VEI between the managers of the technical company and the fitness trainers since the average rank on the VEI scale of the EmIn Lusin questionnaire is 30.53 for managers and 30.47 for fitness trainers, and the significance level value (Asympt. val (two-sided)) is 0.988. The average rank on the PE scale of the EmIn Lusin questionnaire is 25.45 for managers and 35.55 for fitness trainers. As a result, the level of PE is higher for fitness trainers than for managers. The average rank on the UE scale of the EmIn Lusin questionnaire is 25.30

for managers and 35.70 for fitness trainers. Finally, the UE indicator is higher for fitness trainers than for the managers of the technical company.

Discussions

Managers of a technical company have more information about the nature of emotions, their differences, and, in general, about the creation of specific emotions and the manifestation of fitness trainers. Also, managers of a technical company have better emotions regarding the specifics of their work. Most subjects are in a leadership position, which requires more remarkable restraint when working with a person. As for fitness trainers, their work style involves greater emancipation and only requires an official business style of communication when actively acting with clients, colleagues, and athletes, regardless of the position they hold. In the work process, fitness trainers often point out mistakes when not following the technique, accompanying the action with pronounced emotionality. In general, fitness trainers are restrained and disciplined due to the specifics of their work, but managers of a technical company showed a lower result;

In the process of work, a significant fact is the appearance and physical form of data, which require regular work on themselves to maintain status and make work more effective and profitable. The salary of a fitness trainer unevenly depends on the number of clients attracted due to their skills and regular professional development. Hence, there is a high level of self-motivation, unlike the managers of a technical company. The work of a manager can be done without regular maintenance of their physical form since the result and efficiency of work do not directly depend on it. Unlike trainers, the form of clothing is free, which indicates a broader work and lifestyle. Hence, the result of trainers is higher relative to managers of a technical company. Empathy is more developed in fitness trainers, explained by exceptional work requiring regular interaction with people. Often in the work of fitness trainers, you can observe a situation in which clients have a growing number of problems with fitness trainers, in turn, wanting full feedback and directly trainers become with situations of preparation of sports competitions to everyone, requiring more excellent skill, to show empathy to a person.

Thus, having a person to yourself improves the client's work and sports; the fitness trainer also works on psychosomatics and physical performance. Managers of a technical company, in turn, more often work with such statistical data and, due to the specifics of their work, have less influence on people and more on technology. Relative to the occupied share, most subjects are in a manual position, requiring significant action with people. In general, the obtained result is not bad, but in comparison with trainers, it is lower;

With the help of the data we received in the school of “recognition of other people's emotions”, we see a higher result for fitness trainers. For similar reasons, we can explain the best result in this school. More often than not, fitness trainers have become more likely to need to motivate and support clients and athletes in their work, unlike managers of a technical company. This statistic confirms that fitness trainers understand other people's emotions better than managers of a technical company.

Hypothesis 1 was partially confirmed: fitness trainers showed higher results in some aspects of emotional intelligence, such as empathy and the ability to recognize other

people's emotions. This result may be associated with their professional activities, which require frequent interaction with people and emotional support for clients.

Hypothesis 2 was not confirmed: Managers of a technical company showed lower results in most emotional intelligence scales than fitness trainers. In particular, they demonstrated a lower ability to understand and manage other people's emotions, which can be explained by the specifics of their work, which requires more analytical skills and work with technical data rather than interpersonal interactions.

Conclusions

Based on the study, several conclusions can be drawn regarding the differences in emotional intelligence levels between tech company managers and fitness trainers. First, fitness trainers showed higher results in parameters related to empathy and understanding other people's emotions. This difference can be explained by the specifics of their work, which requires close interaction with clients and more developed social skills. Second, tech company managers demonstrated better control over their emotions, which is associated with the need to make more structured decisions and maintain emotional restraint in their professional activities. However, their emotional involvement in the interaction process with colleagues and clients was lower, which can be partially explained by the specifics of their work, where the leading role is interaction with technical processes and data rather than with people.

Thus, the study data confirms the hypothesis that the differences in emotional intelligence between the two groups of professionals are due to the specifics of their work. Fitness trainers have more developed interpersonal skills, while tech company managers control their emotions better. Emotional intelligence is vital to both groups' success but manifests differently depending on the professional environment. These differences must be considered when developing programs to develop emotional competence for different professional categories.

This study has several limitations that must be considered when interpreting the results. First, the sample was limited to only two professional groups - tech company managers and fitness trainers, which does not allow extrapolation of the findings to other professional categories. Second, the small number of participants (30 people in each group) limits the study's statistical power and reduces the possibility of identifying more subtle differences in levels of emotional intelligence.

References

1. Kwiatkowski C. Effective team leader and interpersonal communication skills //Sustainable Leadership for Entrepreneurs and Academics: 2018 Prague Institute for Qualification Enhancement (PRIZK) International Conference “Entrepreneurial and Sustainable Academic Leadership” (ESAL2018). – Springer Proceedings in Business and Economics. – 2019. – P. 121-130. https://doi.org/10.1007/978-3-030-15495-0_13
2. Denney V., Haley G., Rivera E., Watkins D. V. Project management leadership and interpersonal skills: The past, present, and future //Global Journal of Management

- and Marketing. – 2020. – Vol. 4. – №. 1. – P. 135-148. <https://commons.erau.edu/cgi/viewcontent.cgi?article=2783&context=publication>
3. Smith R. E., Smoll F. L., Hunt E. A system for the behavioral assessment of athletic coaches //Research Quarterly. American Alliance for Health, Physical Education and Recreation. – 1977. – Vol. 48. – I. 2. – P. 401-407. <http://dx.doi.org/10.1080/10671315.1977.10615438>
 4. Chelladurai P., Saleh S. D. Dimensions of leader behavior in sports: Development of a leadership scale //Journal of Sport and Exercise Psychology. – 1980. – Vol. 2. – I. 1. – P. 34-45. <https://doi.org/10.1123/JSP.2.1.34>
 5. Boardley I. D., Kavussanu M., Ring C. Athletes' perceptions of coaching effectiveness and athlete-related outcomes in rugby union: An investigation based on the coaching efficacy model //The sport psychologist. – 2008. – Vol. 22. – I. 3. – P. 269-287. <https://doi.org/10.1123/TSP.22.3.269>
 6. Bar-On R. The Bar-On model of emotional intelligence: A valid, robust and applicable EI model //Organisations and People. – 2007. – Vol. 14. – P. 27-34.
 7. Boyatzis R. E., Goleman D., Rhee K. Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI) //Handbook of emotional intelligence. – 2000. – P. 343-362. http://www.eiconsortium.org/pdf/eci_acticle.pdf
 8. Görgens-Ekermans G., Roux C. Revisiting the emotional intelligence and transformational leadership debate:(How) does emotional intelligence matter to effective leadership? //SA Journal of Human Resource Management. – 2021. – Vol. 19. – P. 1279. <https://doi.org/10.4102/SAJHRM.V19I0.1279>
 9. Atrizka D., Pratama I. The Influence of Organizational Leadership and Coaches on Indonesian Athletes' Adversity Quotient (Intelligence) //Revista de Psicología del Deporte (Journal of Sport Psychology). – 2022. – Vol. 31. – №. 1. – P. 88-97. <https://www.rpd-online.com/index.php/rpd/article/view/649/239>
 10. Atkinson A., Watling C. J., Brand P. L. P. Feedback and coaching //European journal of pediatrics. – 2022. – Vol. 181. – P. 441-446. <https://doi.org/10.1007/s00431-021-04118-8>
 11. Fomichenko A. S., Ivanov N. S. Features of sports motivation for achievement in young football players // Modern Foreign Psychology. – 2023. – Vol. 12. – №. 1. – P. 80-88. <https://doi.org/10.17759/jmfp.2023120109> (In Russ)
 12. Moskalenko K. Yu. Communicative prerequisites for successful activity of a fitness instructor // Scientific notes of the University named after PF Lesgaft – 2020. – № 12 (190). – P. 350-355. (In Russ)
 13. Pirozhkova V. O. The influence of emotional intelligence on the competitive reliability of athletes and their ability to voluntary self-regulation of behavior // Physical Education, Sports Science and Practice. – 2013. – №. 4. – P. 79-83. (In Russ).
 14. Cremona K. Coaching and emotions: An exploration of how coaches engage and think about emotion //Coaching: An International Journal of Theory, Research and Practice. – 2010. – Vol. 3. – I. 1. – P. 46-59. <https://doi.org/10.1080/17521880903580073>
 15. Gucciardi D. F. Gordon S., Dimmock J. A., Mallett C. J. Understanding the coach's role in the development of mental toughness: Perspectives of elite Australian

football coaches //Journal of sports sciences. – 2009. – Vol. 27. – I. 13. – P. 1483-1496. <https://doi.org/10.1080/02640410903150475>

16. Jones M. V. Controlling emotions in sport //The sport psychologist. – 2003. – Vol. 17. – I. 4. – P. 471-486. <https://doi.org/10.1123/tsp.17.4.471>

17. Hanson T. W., Gould D. Factors affecting the ability of coaches to estimate their athletes' trait and state anxiety levels //The Sport Psychologist. – 1988. – Vol. 2. – I. 4. – P. 298-313. <https://doi.org/10.1123/tsp.2.4.298>

18. Cook J., Tumer K., Scheiner T. Leveraging Fitness Critics To Learn Robust Teamwork //Proceedings of the Genetic and Evolutionary Computation Conference. – 2023. – P. 429-437. <https://doi.org/10.1145/3583131.3590497>

19. Śmieja M., Orzechowski J., Stolarski M. S. TIE: An ability test of emotional intelligence //PLoS One. – 2014. – Vol. 9. – I. 7. – P. e103484. <https://doi.org/10.1371/journal.pone.0103484>

20. Pankratova A.A., Kornienko D.S., Lyusin D. Short Form of the EmIn Questionnaire //Psychology. Journal of Higher School of Economics. – 2022. – Vol. 19. – №. 4. – P. 822-834. <http://doi.org/10.17323/1813-8918-2022-4-822-834> (In Russ).

21. Nachar N. et al. The Mann-Whitney U: A test for assessing whether two independent samples come from the same distribution //Tutorials in quantitative Methods for Psychology. – 2008. – Vol. 4. – I. 1. – P. 13-20. <http://dx.doi.org/10.20982/tqmp.04.1.p013>

Information about the authors

***Yelena Musikhina** – Cand. Sc. (Ped.), Director, International Academy of Practical Psychology and Pedagogy, Almaty, Kazakhstan. Email: yelena.musikhina.67@mail.ru, ORCID ID: <https://orcid.org/0009-0003-9846-3475>

Md. Tota Miah – PhD Candidate, Doctoral School of Economic and Regional Sciences, Hungarian University of Agriculture and Life Sciences (MATE), Gödöllő, Hungary. Email: miah.md.tota@phd.uni-mate.hu, ORCID ID: <https://orcid.org/0000-0002-6560-5268>

Авторлар туралы мәліметтер

* **Мусихина Е.В.** – п. ғ. к., директор, Халықаралық практикалық психология және педагогика академиясы, Алматы, Қазақстан. Email: yelena.musikhina.67@mail.ru, ORCID ID: <https://orcid.org/0009-0003-9846-3475>

Миах Т. – PhD кандидаты, Экономика және аймақтық ғылымдар докторантура мектебі, Венгрия ауыл шаруашылығы және өмір туралы ғылымдар университеті (MATE), Gödöllő, Hungary. Email: miah.md.tota@phd.uni-mate.hu, ORCID ID: <https://orcid.org/0000-0002-6560-5268>

Сведения об авторах

***Мусихина Е.В.** – к.п.н., директор, Международная академия практической психологии и педагогики, Алматы, Казахстан. Email: yelena.musikhina.67@mail.ru, ORCID ID: <https://orcid.org/0009-0003-9846-3475>

Миах Т – PhD кандидат, Докторская школа экономических и региональных наук, Венгерский университет сельского хозяйства и естественных наук (MATE), Гёдёллё, Венгрия. Email: miah.md.tota@phd.uni-mate.hu, ORCID ID: <https://orcid.org/0000-0002-6560-5268>