Effectivity of Leadership

Katarzyna Puszko[1]

Abstract:

Purpose: The aim of the article is to exemplify the possibility of achieving leadership effectivity hrough the prism of value for the client in the empirical dimension.
Design/Methodology/Approach: Due to the universality, multidimensionality and meaning of the term "efficiency", the literature on the subject presents various approaches to its definition. One is considering performance that takes into account customer feedback on value. Dialogue with the client, listening to his expectations make it easier to offer the client the values he cares about. The article presents the results of empirical research.. The basic measuring instrument used in the research was the questionnaire. The research assumed the verification of the following hypotheses:
1. Increasing the effectivity of leadership is fostered by the high value of leaderhip training.
2. Cost, issues, substantive content constitute a significant importance, while the date, place and duration of leadership are relatively less important from the client's point of view.
3. A higher grade is given to leadership training courses covering the issues desired by the client in the scope of the problem criterion, substantive content, cost, duration, place and date of leadership training courses than leadership training courses which do not refer to the client's expectations.
Findings: Assessment of the significance of criteria, evaluation of leadership training according to criteria, value index of leadership training, training histograms.
Practical Implications: Possibility of positioning and choosing a leadership level. On the basis of evaluation, it allows you to set appropriate priorities and locate leadership at an effective level.
Originality/value: It can be a kind of a signpost for orientation as to the direction of activities ensuring the achievement of effective leadership and its improvement.

Keywords: Effectivity, leadership, value.

JEL classification: C13, C22, C53, F31, G11.

Paper Type: Research study.

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1. Introduction

The issue of effectivity occupies a central position in the discipline of management science. So far, however, no single commonly accepted approach to its understanding, measurement and evaluation has been developed. However, it can be seen that more and more attention is paid to the analysis of intangible aspects, which are difficult to quantify (Barłożewski, 2017). Therefore, it changes the perspective on the efficiency of enterprises, as it requires taking into account other areas of operation than before. Juchniewicz (2005) notes that effectivity may relate to economy, business, enterprise, process, finance, decisions, management, motivation or leadership. With regard to effectivity, there is a point of view that takes into account the opinions of customers regarding the value they perceive (Skrzypek, 2012).

The aim of the article is to exemplify the possibility of achieving leadership effectivity through the prism of value for the client in the empirical dimension. For the purposes of this article, efficiency is understood as the process of achieving maximum consumer satisfaction with the use of available means (Kamińska, 2007) .

2. Research Characteristics

Empirical research was conducted in the period March-April 2020. The aim of the research was to recognize the effectivity of leadership on the basis of training in leadership. Table 1 presents the synthetic characteristics of leadership training.

Table 1. *Characteristics of training in the field of leadership*

Training name	Basic information about the training
1. Leadership, conscious leadership - how to be a true leader	1.1.The training allows you to look at yourself in the role of a superior in terms of building authority, inspiring others to act and discovering the charisma needed to be a conscious and very effective boss. The course also allows you to look at employees in terms of their deep motivations and hidden competences so that you can fully work on their professional development. 1.2. Training program: 1.2.1. Me, that is who? We, the team 1.2.1.1. Quo vadis leader? - a thrilling vision as the source of your strength. 1.2.1.2. Effective and ineffective verbalizing the vision. 1.2.1.3. Who am I and why do I do it? I.e. the identity and mission of the leader in the organization and its impact on employee engagement. 1.2.1.4. How to generate a change in the attitudes of subordinates? - change at the level of: identity, mission, people's beliefs and behavior. 1.2.1.5. How to communicate with the team and influence its effectivity - levels of neurological functioning of people according to Robert Dilts. 1.2.1.6. Inspiring the team - how to create enthusiastic employees? 1.2.1.7. Encouraging employees to think for themselves, i.e. creating space for growth for the team. 1.2.2. Motivation - a key resource of a leader 1.2.2.1. Theories of motivation and their application in practice: Maslow's theory of needs, factors of motivation and hygiene (demotivation) acc.

	Herzberg, people from the sign of X and Y according to McGregor, Modification of Skinner's Behavior.
	1.2.2.2. The results of the research on the involvement of employees of the Gallup Institute.
	1.2.2.3. The 12 most important factors determining the involvement of employees in achieving the company's goals.
	1.2.24. Metacomputer influencing all other motivators showing the commitment of the staff.
	1.2.2.5. Victor Vroom's model of motivation, or what determines the strength of human motivation?
	1.2.3. The rights of leadership
	1.2.3.1. How to get people to participate? To implement the law of influence.
	1.2.3.2. Where Can I Get Strength? The law of respect says that people follow leaders stronger than themselves.
	1.2.3.3. The leader finds the dream and then the people. People find a leader, and then a dream - the right to convince.
	1.2.3.4. The law of the inner circle, or how to help employees see the greatness in themselves?
	1.2.3.5. Leadership growth phases, or how to be a conscious and effective leader? - the law of continuity of the process.
	1.2.3.6. What is our goal? I will answer with one word: victory! W. Churchill - How to Implement the Law of Victory?
	1.2.4. Situational leadership
	1.2.4.1. Defining situational leadership.
	1.2.4.2. Ken Blanchard's model of situational leadership.
	1.2.4.3. How to adapt the leadership style to the employee's development stage.
	1.2.4.4. Changes in the stages of an individual's development depending on the task or goal.
	1.2.4.5. How to meet the real possibilities of the individual?
	1.2.4.6. How to correctly diagnose the stage of team development and its needs?
	1.2.5. Generating the change
	1.2.5.1. The importance of change management - an opportunity or a threat?
	1.2.5.2. How to manage the change process?
	1.2.5.3. Employee involvement and influence on shift planning.
	1.2.5.4. Change agent, that is you?
	1.2.5.5. Eight change management strategies.
	1.2.6. Supportive feedback
	1.2.6.1. The role and importance of feedback: supporting cooperation in a team, striving for employee development, building an atmosphere of openness, mutual motivation..
	1.2.6.2. Principles of providing feedback to subordinates.
	1.2.6.3. How to prepare for a conversation with a subordinate.
	1.2.6.4. Supportive feedback - the 2 + 2 model.
	1.2.6.5. Conversation focused on changing the subordinate's attitude, and corrective conversation.
	1.2.6.6. Mistakes in giving feedback
	1.3. Training dates: July 8-9, August 10-11, September 7-8, October 7-8, November 9-10, December 7-8.
	1.4. Training cost: PLN 1300 / person
	1.5. Place of training: Poland - Łódź
2. Building leadership	2.1. The leader can be recognized by the traces he leaves on his way. Its

- that is, from success to mastery	success is a consequence of effective decisions that translate into stable growth of the company. For managers who want to be such leaders, we have created our own Development program. The program was created for those who want to manage and develop their leadership skills more effectively. 2.2. The program: 2.2.1. Management and management styles 2.2.2. From management to leadership 2.2.3. Horizon and beyond - mission, vision, strategy, goals, values 2.2.4. A leader as a coach and mentor 2.2.5. Work Life Balance 2.3. Date: September 17-18, 2020 2.4. Place: Poland - Warsaw 2.5. Cost: PLN 3000
3. Manager - Leader - Leader, or leadership for achieving the right results	3.1. The leader can be recognized by the traces he leaves on his way. Its success is a consequence of effective decisions that translate into stable growth of the company. For managers who want to be such leaders, we have created our own Development program. The program was created for those who want to manage and develop their leadership skills more effectively. 3.2. The program: 3.2.1. Management and management styles 3.2.2. From Management to Leadership 3.2.3. Horizon and beyond - mission, vision, strategy, goals, values 3.2.4. A leader as a coach and mentor 3.2.5. Work Life Balance 3.3. Date: 2-3 November 2020 2.4. Place: Poland - Warsaw 2.5. Cost: PLN 2250
4.Technical Leadership Training	4.1. Who the leader is. About who can be a good leader and how to do it with only technical experience. How to divide time between technical and non-technical work. About how to build a team that others want to belong to. The training focuses on the soft work aspects of leaders. We invite Technical Leaders, Team Leaders and people who will act as a Leader in the future. The training presents practical knowledge and models ready for use in the daily work of a leader. During the exercises, participants work on the situations they experience in their work environment. 4.2. The training formula is a mixture of a certain dose of theory, group discussion and exercises showing how to use the selected tools in practice. 4.3. Training time: 3 days; 4.4. Training dates: 6-8.07.2016; 19-21.12.2016 4.5. Place: Poland - Warsaw 4.6. Cost: PLN 1800 / person
5. Leadership training - effective leader	5.1. The aim of the training is to provide practical tools for team management by training interpersonal skills in the field of communication and building self-confidence. In particular, the training is aimed at providing the knowledge and skills necessary to deal with difficult situations, set boundaries, provide feedback and enforce orders. 5.2. The program: 5.2.1. Module I: Team communication as a management tool 5.2.1.2. A model of effective communication with the team 5.2.1.3. Feedback principles 5.2.14. Communication experiment - what happens when we do not follow basic communication rules? 5.2.1.5. Communication barriers

	5.2.2. Module II: Leader's Assertive Enforcement
	5.2.2.1. Assertiveness - overall approach
	5.2.2.2. What does an assertive leadership attitude mean?
	5.2.2.3. Application of sanctions - FUO diagram
	5.2.2.4. The role of Me communication in communication with the employee
	5.2.3. Module III: Leader's value system - expectations and requirements for employees
	5.2.3.1. Communicating the Leader's Values
	5.2.3.2. Encourage leadership values
	5.2.3.3. A system that maintains the leader's values
	5.2.3.4. Expose the leader
	5.2.4. Module IV: Criticism - definitions and division
	5.2.4.1. Constructive and destructive criticism
	5.2.4.2. Simple criticism
	5.2.4.3. Specific critique
	5.2.5. Module IV: System of incentives and penalties in managing a team
	5.2.5.1. The role of the leader in the organization and the most important functions
	5.2.5.2. Reward as an employee remuneration system
	5.2.5.3. Criticism, definitions and classification
	5.2.6. Module VI: Individual versus team rewards
	5.2.6.1. Individual motivators
	5.2.6.2. The psychology of competition
	5.2.6.3. The psychology of cooperation
	5.3.: Cost: PLN 890 / person
	5.4. Date and place: June 10, 2020, September 23, 2020, November 13, 2020 Poland - Krakow
	5.5. Number of training hours: 8
6. Blanchard's SLII ExperienceTM leadership	6.1. Blanchard's SLII ExperienceTM Leadership is an end-to-end development process powered by Blanchard Exchange. Each participant of the process receives an annual access to the online platform that supports him in the practical use of skills and tools of situational leaders - scripts and conversation forms, instructional videos, code for activating the mobile application and many other useful resources for himself and to share with his colleagues.
	6.2. The program:
	6.2.1. First day:
	6.2.1.1. Introduction
	6.2.1.1.1. Objectives and program of the workshop
	6.2.1.1.1.2. My worst and best leader
	6.2.1.1.1. 3. The History of SLII ExperienceTM Leadership by Blanchard - part one
	6.2.1.2. Goal Setting - Situational Leader Competency First
	6.2.1.2.1. Setting goals according to the SMART model
	6.2.1.2.2. Reconciliation talks
	6.2.1.2.3. Blanchard's SLII ExperienceTM Leadership Story - Part Two
	6.2.1.3. Diagnosing - the second competence of the situational leader
	6.2.1.3.1. Defining the stage of employee development
	6.2.1.3.2. My Success Story
	6.2.1.3.3. Four stages of development; what they are characterized by, how to identify them
	6.2.1.3.4. Employees' needs at every stage of development
	6.2.1.3.5. Blanchard's SLII ExperienceTM Leadership Story - Part Three
	6.2.1.3.6. Exercising the skill of diagnosing a development stage - a game

	6.2.1.4. Fit - The third skill of the situational leader
	6.2.1.4.1. Leadership flexibility - adjusting the leadership style to the employee's needs
	6.2.1.4.2. LBAII® Tool
	6.2.1.5. Summary of the first day
	6.2.2. Second day:
	6.2.2.1. Four styles of leadership
	6.2.2.1.1. Presentation of all four styles of leadership
	6.2.2.1.2. Too tight control / Too much freedom
	6.2.2.1.3. Match / Mismatch
	6.2.2.1.4. The history of SLX - part four and summary
	6.2.2.1.5. Matching exercise - game
	6.2.2.2. LBAII® - feedback
	6.2.2.2.1. Test your own flexibility
	6.2.2.2.2. Checking your own effectiveness
	6.2.2.3. One to One Conversation
	6.2.2.3.1. Worksheet
	6.2.2.4. Blanchard's SLII® Leadership Tools
	6.2.2.4.1. The ability to pass the model to subordinates
	6.2.2.4.2. 12 Leader Challenges
	6.2.2.4.3. Description of resources available on the Blanchard Exchange portal
	6.2.2.5. Quick fit
	6.2.2.5.1. Exercising the ability to quickly adapt to the needs of an employee - a game
	6.2.2.6. End of the workshop
	6.3. Time: 2 days
	6.4. Dates: June 29 - June 30, 2020, July 27 - July 28, 2020, August 27 - August 28, 2020, September 28 - September 29, 2020, October 29 - October 30, 2020, November 26 - November 27, 2020, December 7 - December 8, 2020
	6.5. Place: Poland - Warsaw
	6.6. Cost of participation: PLN 3,500

Source: https://www.houseofskills.pl/pl/szkolenia/76,1,28,przywodztwo-slii-experience-blancharda.html and https://www.kmstudio.com.pl/szkolenia/szkolenie-leadership and https://www.lynskysolutions.pl/szkolenie/leadership-skuteczny-przywodca/ and http://technicalleadership.pl/szkolenia and https://4value.com.pl/szkolenia-otwarte-kalendarium.

The basic measuring instrument used in the research was the questionnaire. The study population understood as a finite group about which the researcher wants to obtain specific data (Kaczmarczyk, 2005) included 32 adults aged 25-64 interested in training in leadership from the following provinces: Łódź, Mazowieckie, Małopolskie, Silesian, Lublin, Podkarpackie, Podlaskie, Świętokrzyskie, Lubuskie, Greater Poland, West Pomeranian, Lower Silesia, Opolskie, Kuyavian-Pomeranian Voivodeship, Pomeranian and Warmia-Masuria Province.

The sampling criterion was the consent of the respondent. The sample shaped in this way does not meet the statistical sample criterion. It is also not a random sample. The time horizon of the research covered the years 2016-2020. In view of the presented conditions, the study should be treated as a case study. The respondents

were working people (50%), people running a business (10%), unemployed people looking for employment (20%) i and people in education(20%). The effectivity was examined in terms of value for the customer. Value for the customer is treated as the process of meeting the specific needs of buyers by offering them satisfaction in a more efficient way than competitors could (Zupok, 2018). The measurement of effectiveness was made by means of the measure of value for the customer, i.e. a measure for the calculation of which the ratings according to criteria and weights assigned to the criteria are used. The value index was calculated according to the formula (Bozart and Hanfield, 2007):

$$V = \sum_{n=1}^{N} I_n \cdot P_n \tag{1}$$

where, V - value index, I_n - weight of n criterion, P_n - evaluation according to the criterion (Bozarth and Hanfield, 2007).

Based on the characteristics of leadership training, the following criteria were specified:

1. Problematics - all issues, all problems related to the leaderhip (Sobol, 2002).
2. The content of the training courses specified in their programs
3. Cost
4. Duration of training
5. Place of training
6. Training date.

The research assumed the verification of the following hypotheses:

1. Increasing the effectivity of leadership is fostered by the high value of leaderhip training.
2. Cost, issues, substantive content constitute a significant importance, while the date, place and duration of leadership are relatively less important from the client's point of view.
3. A higher grade is given to leadership training courses covering the issues desired by the client in the scope of the problem criterion, substantive content, cost, duration, place and date of leadership training courses than leadership training courses which do not refer to the client's expectations.

3. The Results of Empirical Research

The respondents were asked to rate the significance of the mentioned criteria on a scale of 1 ("completely unimportant") to 5 (decisive), assigning them weights. The assessment of the significance of the criteria is presented in Table 2.

Table 2. *Assessment of the significance of criteria*

Criterion / Respondent number	1. Problematics	2. The content of the training courses	3. Cost	4. Duration of training	5. Place of training	6. Training date
1.	2	1	5	4	3	3
2.	1	1	5	5	4	3
3.	5	5	5	3	2	4
4.	3	4	4	5	1	2
5.	4	5	4	3	2	3
6.	1	2	5	4	3	2
7.	1	2	3	4	5	5
8.	4	3	4	3	3	2
9.	2	2	4	5	3	1
10.	3	2	4	4	1	3
11.	3	3	5	4	2	1
12.	1	2	3	2	4	2
13.	5	5	4	3	2	1
14.	4	3	5	2	1	2
15.	1	2	4	5	3	4
16.	3	4	5	4	1	2
17.	2	2	5	4	1	3
18.	2	1	3	4	5	2
19.	3	2	4	5	1	4
20.	1	2	5	3	4	3
21.	4	4	5	1	3	2
22.	2	3	1	5	4	1
23.	3	4	5	3	1	1
24.	4	3	5	4	2	1
25.	3	3	5	4	3	1
26.	1	2	5	3	4	4
27.	4	4	5	2	1	2
28.	3	3	5	2	4	3
29.	5	5	3	4	2	1
30.	4	4	5	1	2	1
31.	3	2	5	2	4	1
32.	1	2	4	4	3	5

Source: *Own study based on research results.*

On the basis of the information contained in Table 2, it can be seen that the cost criterion is the decisive factor, the substantive content and duration of the training are relatively important, while the place of training and the date of the training are completely irrelevant. Then, the respondents rated the leadership training on a scale from 1 ("low") to 5 ("very high") (Table 3).

Table 3. *Assessment of leadership training according to particular criteria*

Evaluation Respondent and training number	1. Problematics	2. The content of the training courses	3. Cost	4. Duration of training	5. Place of training	6. Training date
Training 1						
1.	3	3	4	3	3	3
2.	2	2	4	3	2	4
3.	4	4	3	3	2	3
4.	3	4	4	3	2	5
5.	5	5	3	3	5	3
6.	3	2	4	3	2	3
7.	5	5	2	4	5	2
8.	4	4	2	3	1	2
9.	3	3	3	5	1	1
10.	3	3	2	2	1	3
11.	3	3	2	4	1	5
12.	3	3	2	4	2	3
13.	4	4	3	2	1	5
14.	4	4	3	2	3	5
15.	5	4	2	4	2	3
16.	3	3	4	2	1	5
17.	3	3	4	3	1	3
18.	2	1	4	3	1	2
19.	4	4	2	2	2	3
20.	5	5	4	1	2	2
21.	2	2	2	3	1	3
22.	2	2	3	2	2	1
23.	3	3	3	2	3	2
24.	3	3	5	2	1	1
25.	3	3	4	2	3	5
26.	1	2	3	3	2	4
27.	1	2	4	2	1	2
28.	2	2	2	2	3	2
29.	5	5	4	4	2	3
30.	3	3	4	2	2	4
31.	2	2	4	2	2	1
32.	1	1	1	2	3	4
Training 2						
1.	2	2	1	3	2	2
2.	1	1	5	3	5	3
3.	1	1	1	3	3	4
4.	1	1	1	3	4	1
5.	2	2	1	3	4	2
6.	1	1	1	3	3	4
7.	2	3	1	4	4	3
8.	1	1	1	3	5	4
9.	2	2	1	5	3	5
10.	1	1	1	2	3	4
11.	2	2	1	4	3	2

12.	2	2	2	4	4	4
13.	1	1	1	2	4	4
14.	1	1	1	2	5	2
15.	2	2	1	4	4	4
16.	1	1	1	2	3	3
17.	1	1	1	3	4	5
18.	1	1	2	3	5	3
19.	1	1	1	2	3	4
20.	2	2	1	1	5	3
21.	1	1	1	3	4	4
22.	2	1	1	2	4	3
23.	2	2	1	2	5	3
24.	2	2	1	2	2	1
25.	2	2	1	2	1	2
26.	2	2	1	3	4	2
27.	2	2	1	2	3	2
28.	2	2	1	2	4	2
29.	1	1	2	4	4	4
30.	2	2	2	2	4	5
31.	2	2	2	2	3	1
32.	3	2	1	4	4	5
Training 3						
1.	2	2	2	3	2	1
2.	1	1	3	3	5	3
3.	1	1	1	3	3	5
4.	1	1	2	3	4	1
5.	1	2	2	3	4	1
6.	1	1	2	3	3	5
7.	3	3	1	4	4	4
8.	1	1	4	3	5	3
9.	2	2	2	5	3	4
10.	2	2	1	2	3	5
11.	2	2	1	4	3	1
12.	2	2	2	4	4	5
13.	1	1	1	2	4	3
14.	1	1	1	2	5	1
15.	1	1	1	4	4	5
16.	1	1	2	2	3	4
17.	1	1	2	3	4	4
18.	1	1	2	3	5	4
19.	2	2	1	2	3	4
20.	3	3	2	1	5	5
21.	2	1	1	3	4	5
22.	1	1	2	2	4	1
23.	2	2	1	2	5	4
24.	2	2	2	2	2	1
25.	2	2	2	2	1	3
26.	2	2	1	3	4	1
27.	3	3	2	2	3	2
28.	2	3	1	2	4	2
29.	1	1	3	4	4	5
30.	2	2	3	2	4	3

31.	2	2	3	2	3	1
32.	3	2	1	2	2	5
Training 4						
1.	2	1	3	1	2	3
2.	1	1	3	5	5	4
3.	1	1	2	5	3	3
4.	2	2	3	5	4	2
5.	3	3	3	5	4	3
6.	1	2	3	2	3	3
7.	2	2	2	5	4	1
8.	1	2	1	1	5	2
9.	2	2	3	4	3	2
10.	2	2	1	3	3	3
11.	2	2	1	3	3	3
12.	2	2	2	5	4	3
13.	2	2	2	3	4	4
14.	2	3	2	1	5	1
15.	1	2	1	5	4	2
16.	1	1	3	1	3	4
17.	2	2	3	2	4	3
18.	1	1	3	4	5	2
19.	3	2	1	4	3	3
20.	2	2	3	2	5	2
21.	5	5	1	1	4	1
22.	4	4	4	4	4	3
23.	3	3	2	3	5	2
24.	4	4	4	3	2	1
25.	2	2	3	5	1	4
26.	2	3	2	2	4	4
27.	4	3	3	4	3	2
28.	2	3	1	3	4	2
29.	3	3	4	1	4	2
30.	2	2	5	3	4	3
31.	3	3	3	3	3	2
32.	4	3	2	4	2	5
Training 5						
1.	2	1	5	5	3	5
2.	1	1	5	1	1	5
3.	2	2	4	1	1	2
4.	2	2	4	1	5	2
5.	2	3	4	1	3	5
6.	1	1	5	4	4	1
7.	2	2	3	1	3	1
8.	3	3	1	5	4	2
9.	2	2	4	2	3	3
10.	3	3	4	1	5	3
11.	2	2	4	2	3	4
12.	2	2	3	2	3	3
13.	3	2	4	1	3	5
14.	3	3	4	3	4	4
15.	3	2	3	2	5	2
16.	2	2	5	4	4	5

17.	2	2	5	4	3	3
18.	1	1	5	1	4	2
19.	3	3	3	1	4	2
20.	4	2	5	1	4	2
21.	4	3	3	5	3	2
22.	3	2	3	1	5	4
23.	4	4	4	1	4	2
24.	4	4	3	1	4	1
25.	2	2	5	1	5	4
26.	1	1	5	4	3	4
27.	3	3	5	3	5	4
28.	3	3	3	1	4	3
29.	2	2	5	5	3	3
30.	4	4	4	1	4	2
31.	4	3	5	1	5	1
32.	4	4	3	1	3	3
Training 6						
1.	2	2	1	3	2	4
2.	1	1	1	3	5	5
3.	2	2	1	3	3	2
4.	3	3	1	3	4	3
5.	5	5	1	3	4	4
6.	1	1	1	3	3	2
7.	3	3	1	4	4	1
8.	3	3	1	3	5	2
9.	3	3	1	5	3	2
10.	3	3	1	2	3	3
11.	2	2	1	4	3	5
12.	3	4	1	4	4	3
13.	3	3	1	2	4	5
14.	4	3	1	2	5	3
15.	4	4	1	4	4	1
16.	3	4	1	2	3	5
17.	4	4	1	3	4	3
18.	2	2	1	3	5	2
19.	4	4	1	2	3	2
20.	3	3	1	1	5	2
21.	4	4	1	3	4	1
22.	4	3	1	2	4	5
23.	5	4	1	2	5	2
24.	4	3	1	2	2	1
25.	2	2	1	2	1	5
26.	4	4	1	3	4	4
27.	5	5	1	2	3	2
28.	4	4	1	2	4	2
29.	4	4	1	4	4	4
30.	5	5	1	2	4	1
31.	2	2	1	2	3	1
32.	5	4	1	3	4	5

Source: *Own study based on research results.*

In order to find out which leadership training has a higher value, the value index was calculated (Table 4).

Table 4. *Leadership training value indicator*

Respondent and training number	Training value indicator
Training 1	
1.	59
2.	59
3.	80
4.	68
5.	85
6.	51
7.	72
8.	52
9.	53
10.	41
11.	51
12.	37
13.	65
14.	60
15.	59
16.	60
17.	54
18.	38
19.	52
20.	52
21.	38
22.	32
23.	47
24.	57
25.	60
26.	53
27.	41
28.	44
29.	85
30.	54
31.	43
32.	44
Training 2	
1.	35
2.	71
3.	46
4.	32
5.	45
6.	37
7.	62
8.	43
9.	51
10.	32
11.	41
12.	44

13.	32
14.	25
15.	58
16.	29
17.	40
18.	52
19.	38
20.	43
21.	36
22.	37
23.	33
24.	32
25.	30
26.	44
27.	32
28.	43
29.	44
30.	41
31.	47
32.	64
Training 3	
1.	37
2.	61
3.	50
4.	36
5.	42
6.	44
7.	68
8.	53
9.	54
10.	40
11.	40
12.	46
13.	31
14.	23
15.	59
16.	36
17.	42
18.	54
19.	43
20.	57
21.	42
22.	34
23.	34
24.	37
25.	36
26.	40
27.	49
28.	46
29.	48
30.	44
31.	42

32.	50
Training 4	
1.	39
2.	64
3.	53
4.	59
5.	71
6.	43
7.	57
8.	36
9.	51
10.	38
11.	36
12.	44
13.	49
14.	36
15.	54
16.	37
17.	48
18.	57
19.	52
20.	53
21.	60
22.	63
23.	47
24.	65
25.	54
26.	56
27.	58
28.	48
29.	56
30.	55
31.	52
32.	65
Training 5	
1.	74
2.	51
3.	53
4.	44
5.	63
6.	58
7.	39
8.	56
9.	46
10.	37
11.	50
12.	37
13.	55
14.	59
15.	52
16.	69
17.	61

18.	46
19.	44
20.	46
21.	61
22.	44
23.	57
24.	56
25.	60
26.	68
27.	68
28.	60
29.	64
30.	63
31.	66
32.	52
Training 6	
1.	41
2.	57
3.	48
4.	50
5.	78
6.	33
7.	53
8.	53
9.	52
10.	39
11.	44
12.	44
13.	53
14.	45
15.	52
16.	51
17.	46
18.	50
19.	45
20.	43
21.	54
22.	49
23.	49
24.	43
25.	33
26.	58
27.	56
28.	55
29.	71
30.	56
31.	32
32.	66

Source: *Own study based on research results.*

Then, based on the data contained in Table 4, the area of data variability was determined (Hamrol, 2008):

85,0 - 23,0 = 62,0.

The width of the compartment is as follows:

d = 62,0/8 = 7,75.

Rounding the result "up", finally the width of the interval d = 8.00 and eight class intervals (the recommended number of intervals for a sample size of 30-50 in Hamrol, 2008 was 6-10). The above-mentioned calculations were used to develop training histograms which were used for visualization (Figures 1, 2, 3, 4, 5, 6).

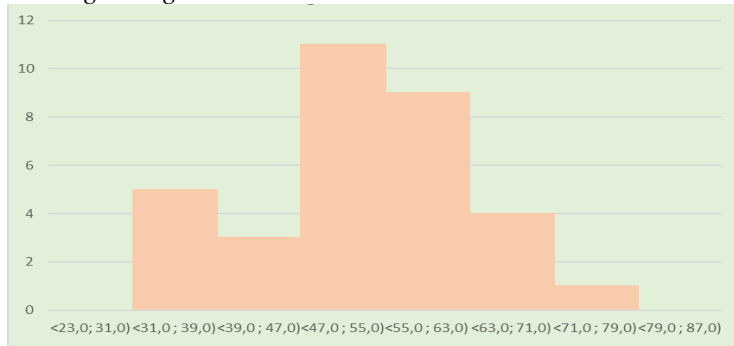**Figure 1.** *Training histogram 1*
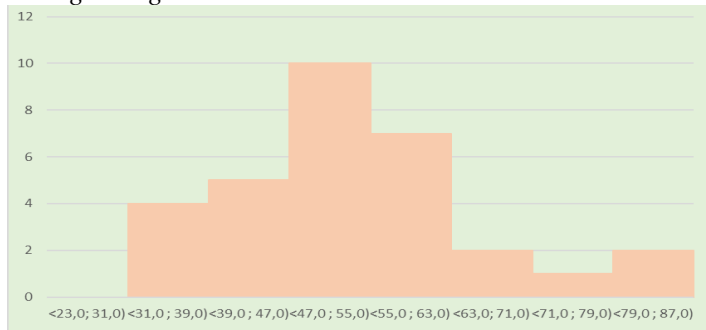
Figure 2. *Training histogram 2*
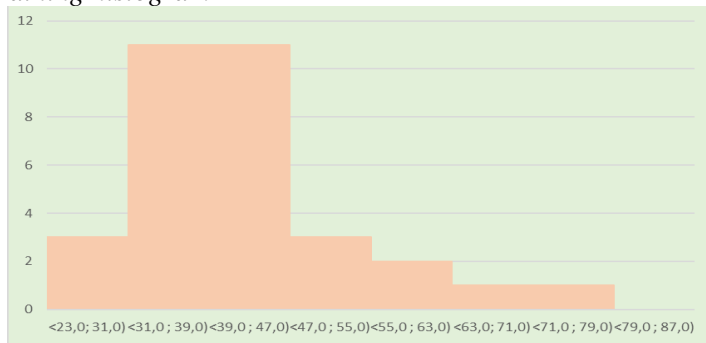
Source: Own study based on research results.

Figure 3. *Training histogram 3*
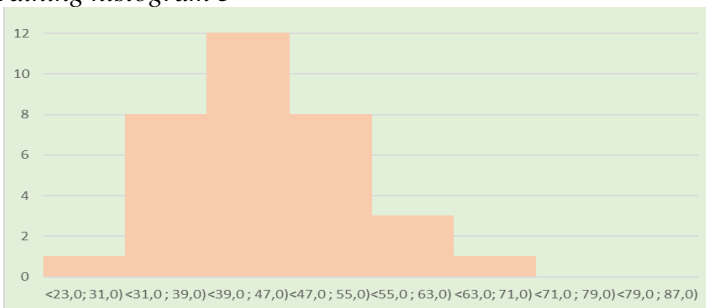
Source: Own study based on research results.

Figure 4. *Training histogram 4*

Source: Own study based on research results.

Figure 5. *Training histogram 5*
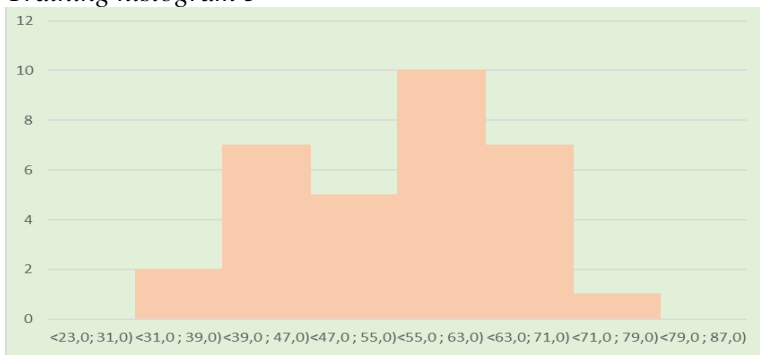
Source: Own study based on research results.

Figure 6. *Training histogram 6*
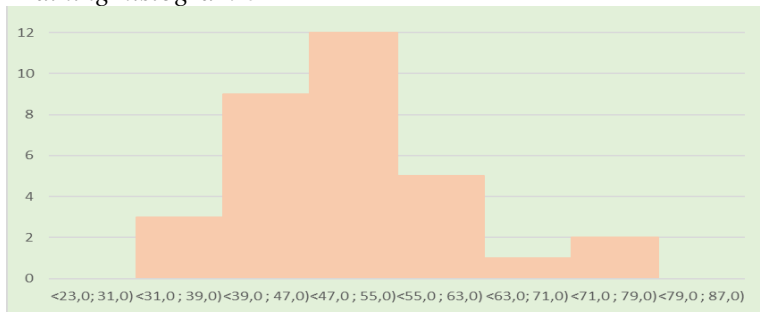
Source: Own study based on research results.

The conducted empirical research proved that increasing the effectivity of leadership is supported by the high value of leaderhip training. The training was the most valuable. Leadership training, which covers the issues desired by the client in terms of the problem criterion, substantive content, cost, duration, place and date of leadership training, is rated higher than leadership training that does not refer to the client's expectations.

4. Summary and Concluding Comments

According to Barłożewski (2017) both in management sciences and in economic practice, efficiency is one of the main criteria that are the basis for making choices. It is a determinant of rational action and determines the company's survival and development opportunities. This view is complemented by Drucker (2009), who believes that efficiency is crucial not only for an entity such as an enterprise, thanks to which it can obtain better results, but also for human development and strengthening the ability of modern society to survive. Contemporary dynamically developing society constantly poses new challenges (Ledzianowski and Michaluk, 2007). The drive to increase efficiency should be an overall priority. Efficiency is the subject of many discussions and analyzes. It concerns, among other things, leadership.

The article presents the results of empirical research on the effectivity of leadership training. The research took into account customer feedback on the value they perceive. At present (Cichosz, 2005; Puszko, 2015) the client plays a very important role and is referred to as the "king", "boss" or "the one who pays the salaries of employees". The methods for selecting the most favorable customers for the company are presented (Hołub-Iwan, 2007).

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