VET4GREEN

Developing Capacities in the Area of VET for Green Energy Transition in Sub-Saharan Africa

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TEACHING PROGRAM
GREEN ENERGY

Co-funded by the
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The Blake and Mouton Managerial Grid Leadership Self Assessment Questionnaire

Below is a list of statements about leadership behavior. Read each one carefully, then, using a scale of 0 to 5, indicate how much you agree with each statement. For best results, answer as honestly as possible.

SCORE
0 - Never, 1 - Rarely, 2 – Sometimes, 3 – Often, 4 – Usually, 5 - Always

The statements are designed to assess your leadership style and your strengths and weaknesses as a leader. Once you have completed the scale, you can compare your results to the results of other leaders to see how you compare.

| No	Statement	Score
1	I encourage my team to participate when it comes decision-making time and I try to implement their ideas and suggestions.	
2	Nothing is more important than accomplishing a goal or task.	
3	I closely monitor the schedule to ensure a task or project will be completed in time.	
4	I enjoy coaching people on new tasks and procedures.	
5	The more challenging a task is, the more I enjoy it.	
6	I encourage my employees to be creative about their job.	
7	When seeing a complex task through to completion, I ensure that every detail is accounted for.	
8	I find it easy to carry out several complicated tasks at the same time.	
9	I enjoy reading articles, books, and journals about training, leadership, and psychology; and then putting what I have read into action.	
10	When correcting mistakes, I do not worry about jeopardizing relationships.	
11	I manage my time very efficiently.	
12	I enjoy explaining the intricacies and details of a complex task or project to my employees.	
13	Breaking large projects into small manageable tasks is second nature to me.	
14	Nothing is more important than building a great team.	
15	I enjoy analyzing problems.	
16	I honor other people's boundaries.	
17	Counseling my employees to improve their performance or behavior is second nature to me.	
18	I enjoy reading articles, books, and trade journals about my profession; and then implementing the new procedures I have learned.	

Now transfer your answers to the table below by entering the result in the appropriate column.

Then add up the values in the column and multiply the result by 0.2 to get your final result.

Orientation				
People			Task	
No.	Score	No.		Score
1.		2.		
4.		3.		
6.		5.		
9.		7.		
10.		8.		
12.		11.		
14.		13.		
16.		15.		
17.		18.		
Total (Sum)		Total (Sum)		
Final score (Sum x 0.2)		Final score (Sum x 0.2)		

To plot your final scores on the graph, first find your approximate people score on the vertical axis. Then, draw a horizontal line from that point to the right of the matrix. Next, find your approximate task score on the horizontal axis. Then, draw a vertical line from that point to the top of the matrix.

The two lines will intersect at a point. This point is the leadership dimension that you operate out of.
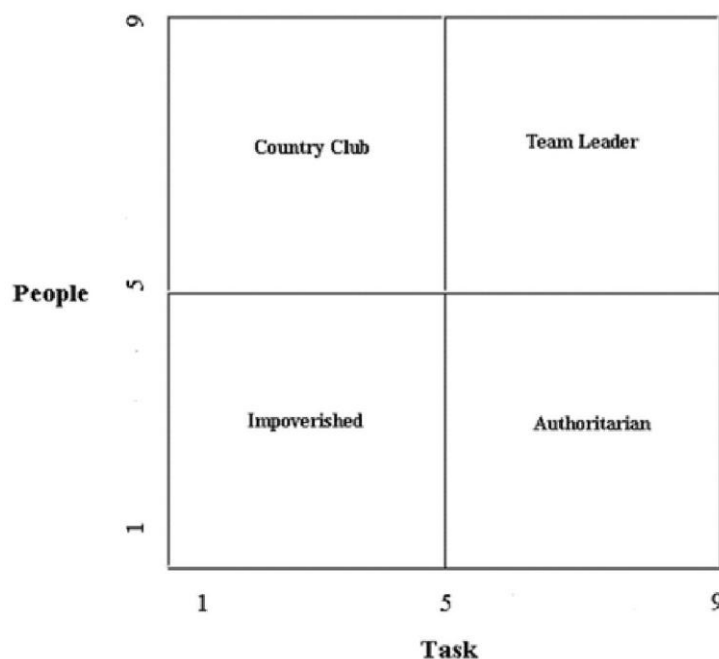
The grid identifies five distinct leadership styles as follows:

1. Impoverished Management (1,1): This style reflects low concern for both people and production. Leaders adopting this style tend to be passive and avoidant, focusing on maintaining the status quo.

2. Authoritarian Management (9,1): This style displays high concern for production but low concern for people. Leaders following this approach are typically task-oriented and results-driven, often seen as authoritarian or demanding.

3. Country Club Management (1,9): This style emphasizes high concern for people but low concern for production. Leaders with this style are usually people-oriented and supportive, but they may be perceived as lacking direction or focus.

4. Organization Man Management (5,5): This style demonstrates moderate concern for both people and production. Leaders adopting this style are often seen as balanced and pragmatic, though they may be perceived as lacking conviction or drive.

5. Team Management (9,9): This style entails high concern for both people and production. Leaders following this approach are regarded as visionary and inspiring, capable of creating high-performing teams that achieve both productivity and employee satisfaction.

Hartman Personality Test

Place an "X" next to the answer that best fits you. Choose only one answer from each group. When you're done, count how many times you chose each letter.
Personality advantages and disadvantages

1. a)___opinionated b)___nurturing c)___inventive d)___outgoing
2. a)___power-oriented b)___perfectionist c)___indecisive d)___self-centered
3. a)___dominant b)___sympathetic c)___tolerant d)___enthusiastic
4. a)___self-serving b)___suspicious c)___unsure d)___naive.
5. a)___decisive b)___loyal c)___contented d)___playful
6. a)___arrogant b)___worry prone c)___silently stubborn d)___flighty
7. a)___assertive b)___reliable c)___kind d)___sociable
8. a)___bossy b)___self-critical c)___reluctant d)___a teaser
9. a)___action-oriented b)___analytical c)___easygoing d)___carefree
10. a)___critical of others b)___overly sensitive c)___shy d)___obnoxious
11. a)___determined b)___detail conscious c)___a good listener d)___a party person
12. a)___demanding b)___unforgiving c)___unmotivated d)___vain
13. a)___responsible b)___idealistic c)___considerate d)___happy
14. a)___impatient b)___moody c)___passive d)___impulsive
15. a)___strong-willed b)___respectful c)___patient d)___fun-loving
16. a)___argumentative b)___unrealistic c)___directionless d)___an interrupter
17. a)___independent b)___dependable c)___even-tempered d)___trusting
18. a)___aggressive b)___often depressed c)___ambivalent d)___forgetful
19. a)___powerful b)___deliberate c)___gentle d)___optimistic
20. a)___insensitive b)___judgmental c)___boring d)___undisciplined
21. a)___logical b)___emotional c)___agreeable d)___popular
22. a)___always right b)___guilt prone c)___unenthusiastic d)___uncommitted
23. a)___pragmatic b)___well-behaved c)___accepting d)___spontaneous
24. a)___merciless b)___thoughtful c)___uninvolved d)___a show-off
25. a)___task-oriented b)___sincere c)___diplomatic d)___lively
26. a)___tactless b)___hard to please c)___lazy d)___loud
27. a)___direct b)___creative c)___adaptable d)___a performer
28. a)___calculating b)___self-righteous c)___self-deprecating d)___disorganized
29. a)___confident b)___disciplined c)___pleasant d)___charismatic
30. a)___intimidating b)___careful c)___unproductive d)___afraid to facts

Enter the results of part I in the appropriate places:
a) - .... b) - .... c) - .... d) - ....
In the second part of the test, think about how you would react in the following situations. Select only one answer that best suits you. After summarizing, enter your results in the appropriate spaces at the end of the test.

Situations

31. If I applied for a job, a prospective employer would most likely hire me because I am:
a) Driven, direct, and delegating.
b) Deliberate, accurate, and reliable.
c) Patient, adaptable, and tactful.
d) Fun-loving, spirited, and casual.

32. When involved in an intimate relationship, if I feel threatened by my partner, I:
a) Fight back with facts and anger.
b) Cry, feel hurt, and plan revenge.
c) Become quiet, withdrawn, and often hold anger until I blow up over some minor situation later.
d) Distance myself and avoid further conflict.

33. For me, life is most meaningful when it:
a) Is task-oriented and productive.
b) Is filled with people and purpose.
c) Is free of pressure and stress.
d) Allows me to be playful, lighthearted, and optimistic.

34. As a child, I was:
a) Stubborn, bright, and/or aggressive.
b) Well-behaved, caring, and/or depressed
c) Quiet, easygoing, and/or shy.
d) Too talkative, happy, and/or playful.

35. As an adult, I am:
a) Opinionated, determined, and/or bossy.
b) Responsible, honest, and/or unforgiving.
c) Accepting, contented, and/or unmotivated.
d) Charismatic, positive, and/or obnoxious.

36. As a parent, I am:
a) Demanding, quick-tempered, and/or uncompromising.
b) Concerned, sensitive, and/or critical.
c) Permissive, easily persuaded, and/or often overwhelmed.
d) Playful, casual, and/or irresponsible.

37. In an argument with a friend, I am most likely to be:
a)Verbally stubborn about facts.
b)Concerned about others' feelings and principles.
c)Silently stubborn, uncomfortable, and/or confused.
d)Loud, uncomfortable, and/or compromising.

38. If my friend was in trouble, I would be:
a)Protective, resourceful, and recommend solutions.
b)Concerned, empathetic, and loyal – regardless of the problem.
c)Supportive, patient, and a good listener.
d)Nonjudgmental, optimistic, and downplaying the seriousness of the situation.

39. When making decisions, I am:
a)Assertive, articulate, and logical
b)Deliberate, precise, and cautious.
c)Indecisive, timid, and reluctant.
d)Impulsive, uncommitted, and inconsistent.

40. When I fail, I feel:
a)Silently self-critical, yet verbally stubborn and defensive.
b)Guilty, self-critical, and vulnerable to depression – I dwell on it.
c)Unsettled and fearful, but I keep it to myself.
d)Embarrassed and nervous – seeking to escape the situation.

41. If someone crosses me:
a)I am angered, and cunningly plan ways to get even quickly.
b)I feel deeply hurt and find it almost impossible to forgive completely. Generally, getting even is not enough.
c)I am silently hurt and plan to get even and/or completely avoid the other person.
d)I want to avoid confrontation, consider the situation not important enough to bother with, and/or seek other friends.

42. Work is:
a)A most productive way to spend one's time.
b)A healthy activity, which should be done right if it's to be done at all. Work should be done before one plays.
c)A positive activity as long as it is something I enjoy and don't feel pressured to accomplish.
d)A necessary evil, much less inviting than play.

43. In social situations, I am most often:
a) Feared by others
b) Admired by others.
c) Protected by others.
d) Envied by others.

44. In a relationship, I am most concerned with being:
a) Approved of and right
b) Understood, appreciated, and intimate.
c) Respected, tolerant, and peaceful.
d) Praised, having fun, and feeling free.

45. To feel alive and positive, I seek:
a) Adventure, leadership, and lots of action.
b) Security, creativity, and purpose.
c) Acceptance and safety.
d) Excitement, playful productivity, and the company of others.

Enter the results of part I in the appropriate places:
a) - .... b) - .... c) - .... d) - ....
Now ADD your totals from numbers 1-30 to those from numbers 31-45 and get your Grand Totals!
a) - .... b) - .... c) - .... d) - ....

The four personality color types are assigned to each of the letters:
  RED = A   GREEN = B   YELLOW = C   BLUE = D
(Dominant) (Cautious) (Supportive) (Inspiring)

REDS

Red personalities crave power and autonomy. Put simply, they have a strong desire for control. If they grew up in environments where they could manipulate their family members, they become challenging to handle as they mature. Once they've been accustomed to having things their way, it becomes extremely difficult for them to relinquish control when faced with authority figures in society—teachers, employers, law enforcement, religious figures, or military personnel—who don't grant them the total control they demand.

Reds thrive on productivity. They enjoy being active—whether it's in academics, their professions, or relationships. However, they might not place the same value on things others consider important, such as others' academic achievements, careers, or marriages. Offer them a reason to be productive, and watch them excel. Reds prioritize completing tasks and are often seen as workaholics. Nevertheless, they resist being coerced into activities that don't pique their interest.

Appearance matters to Reds. They strive to appear knowledgeable and seek validation for their intelligence and insights. They prioritize earning respect over being loved and seek admiration for their logical and practical minds. When dealing with a Red personality, precision and facts are crucial. Emotional displays, like tears, don't sway them.

It's essential not to take Reds too seriously. Despite their confrontational demeanor, they often present their opinions as factual rather than prefacing them with "in my opinion." Many individuals of other personality types become deeply concerned about issues raised by Reds, only to realize later that Reds were merely interested in engaging in a debate.

Reds relish power dynamics. However, if you become emotionally invested in debating issues with them, you might find that they lose interest. Reds actively seek leadership roles. Despite the structured nature of the military, many young Reds choose it as a career to experience leadership opportunities. Referred to as "control freaks," Reds prefer to be in charge. In educational settings, Red children, often faced with Blue personality type teachers, feel frustrated as they're not allowed to take control. If Reds can establish dominance, they will do so, willingly paying any price for a chance to lead.

BLUES

Blues find motivation in altruism. Their joy stems from performing kind acts for others. They actively seek opportunities to sacrifice something of their own to bring happiness to another person. Their guiding principle is selflessness rather than selfishness. Many Blues feel discomfort when their actions are solely for their own benefit. They exhibit gestures such as holding doors open, offering rides during car breakdowns, contributing to charitable causes, and sometimes dedicating their entire lives to aiding others.

Intimacy is what Blues yearn for the most. They prioritize both loving and being loved. A genuine Blue might prioritize nurturing a significant relationship over a successful career. This nurturing trait, once considered exclusively feminine, is now more accurately recognized as a characteristic of the Blue personality.

Feeling understood is crucial for Blues. They find gratification in being heard, understood, and valued. Blues are known for openly revealing their vulnerabilities because they cherish being truly known and comprehended. For Blues, the opportunity to emotionally connect is worth the risk of vulnerability. Although Blues might experience heartbreak more frequently, they also invest significantly more time in nurturing loving relationships.

Blues seek acknowledgment and appreciation. A simple gesture like a pat on the back doesn't suffice for them. Blues invest considerable effort into making the world a better place, and occasionally, they need to be reminded of their wonderful qualities. They crave heartfelt thanks and specific recognition for their good deeds. Being remembered on special occasions like birthdays or personalized moments not found on calendars brings them immense joy. Blues thrive on tender loving care.

Their actions are guided by a robust moral conscience. Blues are inherently driven to behave in a proper and fitting manner. They uphold a moral code that influences their decision-making, value judgments, and even leisure activities. Being morally upright brings them contentment. Among all personality types, Blues possess the strongest sense of integrity. A Blue individual would choose to lose rather than resort to cheating. Blues are renowned for their trustworthiness. Ethically, Blues are the individuals best suited for positions of power, although they seldom occupy such roles.

WHITES

Whites find motivation in seeking peace and harmony. They strive to navigate life without encountering conflict or discomfort. Prioritizing personal well-being often surpasses the importance of adhering to external standards of goodness.

Kindness is crucial for Whites. They respond positively to considerate and friendly gestures but possess an underlying quiet determination that emerges when faced with unkind treatment. They harbor resentment towards admonishment and harbor a dislike for harsh words. They readily open up to individuals displaying kindness but recoil from those exhibiting hostility. For Whites, kindness serves as a motivational force, and they struggle to comprehend why others would choose unkindness.

Quiet independence is valued by Whites. Their apparent tranquil demeanor can sometimes be mistaken for stubbornness. Those misinterpreting a White's peaceful nature as an invitation to impose demands and exercise authority soon encounter a wall of passive resistance. Whites possess a resilience that exceeds common perception.

Maintaining a low profile is preferred by Whites. They appreciate being asked for their opinions but seldom volunteer them. They value the respect of others but rarely actively seek it out. Encouragement is needed to prompt discussions about their skills, hobbies, and interests.

YELLOWS

Yellows highly prioritize enjoyment and playfulness in life. They view life as a continuous celebration, always wanting to be the hosts of this party. For instance, a father (of Blue personality) felt disheartened when his son (Yellow personality) chose spending time with friends over him. I suggested to the father that his son was primarily motivated by fun and encouraged him to devise exciting activities to engage his son. Following this "better offer" principle proved successful. Yellows simply seek to have a good time.

Recognition and praise are crucial for Yellows. Few things enhance their relationships more than receiving praise. They seek acknowledgment and validation, even though they may outwardly appear carefree. Yellows seldom disclose their fears and frustrations until they feel emotionally secure, with safety being best conveyed to them through expressions of praise.

Emotional connections are vital for Yellows. Despite their seemingly casual demeanor, they deeply care about things. They crave attention and appreciation, enjoying physical contact as a means of establishing intimate connections comfortably and directly.
Yellows prefer being in the spotlight. Social acceptance holds significant value for them, and friendships rank high in their priorities as they fulfill Yellows' need for general approval. They are articulate and enjoy engaging in lively conversations, but they are also adaptable and can easily flow with the conversation's direction.

Yellows seek action and thrive on adventure. Prone to boredom, they constantly seek new experiences and dislike remaining idle. They surround themselves with friends who, like them, prioritize playfulness over mundane details in life. Ironically, some individuals diagnosed with ADD might simply be Yellows struggling with their inherent restlessness and difficulty maintaining focus.

Test determining the level of ecological awareness and knowledge about sustainable development

Question 1: Which of the following is a renewable energy source?
a) Coal
b) Water
c) Natural gas
Correct answer: b)

Question 2: What does the shortcut "CO2" mean?
a) Ozone gas
b) Ozone
c) Carbon dioxide
Correct answer: c)

Question 3: Which of the following helps reduce plastic in the environment?
a) Using disposable packaging
b) Plastic recycling
c) Burning plastic in the oven
Correct answer: b)

Question 4: What activities contribute to the protection of biodiversity?
a) Building more prominent and larger cities
b) Combating poaching and wildlife trade
c) Cutting down forests
Correct answer: b)

Question 5: What is recycling?
a) The process of producing new materials
b) The process of reusing raw materials from waste
c) Waste Storage
Correct answer: b)

Question 6: Which of the following energy sources is non-renewable?
a) Wind
b) The sun
c) Wood
Correct answer: c) Wood

Question 7: What is the greenhouse effect?
a) The phenomenon of the atmosphere retaining heat
b) The phenomenon of heat disappearing from the atmosphere
c) Drought effect
Correct answer: a)

Question 8: Which of the following activities contributes to air protection?
a) Burning garbage in the open using filters
b) Using public transport
c) Burning coal
Correct answer: b)

Question 9: What is sustainable development?
a) Development based only on environmental protection
b) Development that takes into account the balance between social, economic, and environmental needs
c) Development conducive to extreme profits
Correct answer: b)

Question 10: Which activities contribute to the protection of water resources?
a) Use water sparingly
b) Excessive water consumption
c) Dredging of riverbeds
Correct answer: a)

Question 11: What is an example of sustainable economic development?
a) Investing in conventional energy sources
b) Creation of new jobs
c) Reducing salaries as a result of the economic slowdown
Correct answer: b)

Question 12: Which of the following is an example of social sustainability?
a) Reducing health care spending
b) Protection of human rights
c) Closing schools
Answer: b) Protection of human rights

Question 13: Which of the following phenomena results from climate change?
a) Increased occurrence of extreme weather phenomena
b) Falling sea level
c) Development of fauna and flora in forests
Correct answer: a)

Question 14: Is modern agriculture an example of pro-ecological activities?
a) Yes
b) No
c) Yes, if it uses biofertilizers and interferes with the soil structure to a minimum
Correct answer: c)

Question 15: Which of the following is an example of responsible consumption?
a) Buying sustainable products
b) Restriction on purchases
c) Recycling and composting
d) All answers are correct
Correct answer: d)

Mary's Challenge

Mary Roberts is a 32-year-old employee of Dynamic Energy, a company that produces electricity from renewable sources. In the company, he is responsible for the economic analyses of new ventures undertaken. She is a very conscientious and accountable employee, so her direct superiors appreciate her work and allow her to demonstrate the skills in data analysis needed for the project. Her superiors notice her great sense of ecological awareness and understanding of the problem of sustainable development. In her behavior, she tries to convey her opinions politely, which is why her co-workers like talking to her and respecting her. In addition to being polite, she is effective in her actions, always obtains the necessary information for analysis, and delivers the results of her work timely and reliable. Employees joke that Mary's only flaw is her lack of assertiveness because she always tries to help her colleagues.

The company's authorities decided to implement an innovative project to create new blades for a wind turbine, which will be more streamlined and have less air resistance, thereby increasing the efficiency of the turbine engine. The project is scheduled for next year because it will be possible to obtain funding from the European Union for research and development work in the renewable energy sector. This is a strategic project that can give Dynamic Energy a competitive advantage. The authorities decided to entrust the management of the project to Mary, who, according to them, has the predisposition to lead a team of people. They are only afraid that she will be too submissive towards her subordinates, so they decided to finance Mary's educational activities, which will help supplement the missing competencies necessary to run the project effectively.

Questions:
1. Should Mary accept or reject the offer to lead the project?
2. Should the company's authorities entrust the management of such an essential project to such a young person with no management experience?
3. If a promotion proposal is accepted, what forms and fields of education should she choose to complement her competencies?
4. Create a matrix of Mary's current and desired competencies that she should have when the project starts.

Company name	Types of competencies								
Organizational unit	Knowledge of renewable energy technology	Programming and data analysis skills	Knowledge in the field of automation of the energy industry	Energy company management skills	Leadership in energy industry teams	Interpersonal competences and cooperation with stakeholders	Project management skills	Environmental awareness	Sustainability knowledge
Worker 1	◕	◑	◑	○	○	○	○	◔	●
Worker 2	○	○	○	◔	●	◕	●	◑	●
Worker 3	◕	◔	◑	◑	◕	●	◑	●	◕
Worker 4	○	○	○	◑	●	○	●	◕	◑
Worker 5	◑	◕	◕	◔	◔	●	◑	●	◕
Worker 6	○	◔	●	◑	●	◔	●	◑	●
Worker 7	◕	◔	●	◕	○	●	●	●	◕
Worker 8	◑	◔	○	●	◑	●	◔	◑	●
Worker	○	◕	◔	◑	●	◕	●	◕	◑
Worker 1	◔	◑	○	◕	◔	◑	○	◑	◕

Legenda

○ The employee has no competencies

◔ The employee has low competencies

◑ The employee has average competencies

◕ The employee has high competencies

● The employee has bery high competencies

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