

# COPING WITH UNCERTAINTY, AMBIGUITY AND RISK

## ABOUT

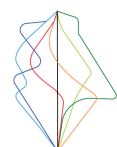
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For an entrepreneur, every day there is something new, something changing, so a good entrepreneurial mind will adapt and shift. Being able to cope with uncertainty means being able to learn to adapt.

## DESCRIPTORS

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- ◆ Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes
- ◆ Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing
- ◆ Handle fast-moving situations promptly and flexibly



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## CHANGING AND SHIFTING EXPECTATIONS

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Educators can change the instructions for the learner coming into the classroom – this could be something like changing a deadline or moving timing or introducing new elements. An educator can also link learning to something very topical like the news.

Resource:

<https://www.youtube.com/watch?v=JHMMwMC42M8&index=15&list=PLGI5zHT2w7jAPsfSjWfatN4tIxJhvbj7->

Source: EU Science Hub – Joint Research Centre

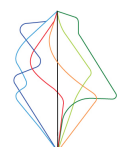
## PUZZLES AND QUILTS

MOBILISING RESOURCES  
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The exercise consists of students starting in one room with the task of completing a jigsaw puzzle. Students are systematically moved to another room, where they are asked to create a quilt from a selection of fabric pieces. The debrief explores jigsaw puzzles as managerial thinking and quilt making as entrepreneurial thinking. A key takeaway of this exercise should be that under conditions of extreme uncertainty the only choice is action.

Resource: <http://www.etctoolkit.org.uk/all-etc-how-to-guides-case-studies/?toolkitid=1246>

Source: ETC Toolkit



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## I-LINC ENTRELEARN TOOLKIT FOR TEACHERS

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This booklet, created by a teacher for teachers, provides plenty of ideas on how to boost a sense of initiative and an entrepreneurial mindset in your students. It applies to any school subject and any age group.

Resource: <http://www.i-linc.eu/web/entrepreneurial-teachers/resources/details?articleId=386907>

Source: European Schoolnet

