

MAKING SPACE 365 CREATIVE SKILLS & ENTREPRENEURSHIP YOUTH TRAINING TOOLKIT

Maximising the Potential of Young
People through Creative and
Cultural Entrepreneurship in the
Community



Creative Competencies
Module T12

**Tolerance for
ambiguity or
unpredictability**



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365



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Module T12: Tolerance for ambiguity or unpredictability

In this module, you will find a compendium of modular, active learning resources and activities that will support you and your learners to develop competencies on *Tolerance for ambiguity or unpredictability*.

Namely, this module contains:

- Description of 3-hours face-to-face learning activities
- Activities for 2-hour self-directed learning
- Fact sheet/s
- Learner handout/s
- Self-reflection exercise/s

Aim and learning objectives of this module

This module will provide an overall understanding of ambiguity and unpredictability, as well as the difference between these concepts and how to deal with them.

Through this module, the learners are expected to develop the following knowledge, skills, and attitudes:

| Knowledge Skills Attitudes Reference Matrix | | | |
|--|--|---|---|
| TOPIC | KNOWLEDGE | SKILLS | ATTITUDE |
| T12 Tolerance for ambiguity or unpredictability | <ul style="list-style-type: none"> • T12K1 - Understanding of the concepts of ambiguity and unpredictability • T12K2 - Knowledge of ways to deal with ambiguity and unpredictability | <ul style="list-style-type: none"> • T12S1 - Ability to effectively operate in ambiguous, uncertain and unpredictable situations • T12S2 - Ability to view unpredictable and uncertain situation as challenges and opportunities for improvement • T12S3 - Ability to manage unexpected/unpredictable situations | <ul style="list-style-type: none"> • T12A1 - Openness to dealing with ambiguity and uncertainty • T12A2 - Being adaptable • T12A3 - Being flexible • T12A4 - Openness to exploring alternative ways |

Part 01: Tolerance for ambiguity or unpredictability f2f Learning Activity

In this part of the module, you will find a comprehensive learning activity that is designed for face-to-face group training. The duration of this learning activity is around 3 hours. The aim of these activities is to support the trainers/facilitators in providing a holistic learning experience to groups of learners that will support them to develop their *Tolerance for ambiguity or unpredictability*.

The activity uses different tools that can be used with different target groups and adapted to fit the needs of each group of learners.

Summary

| Name of tool/ estimated time | | Type of tool | Objective of the tool |
|---------------------------------|--|---|--|
| Part 01 | | | |
| 1 | Share objectives, introducing the topic and getting to know each other. 20 mins | Presentation by facilitator. Icebreaker / getting to know each other. | To explain & give an overview of the topic. Participants get to know each other in preparation for the later team based activities. |
| 2 | Writing down the expectations and contributions in groups and teams 20 mins | Presentation by tutor and further active participation. Find out the expectations and capabilities of group members | To collect and organise the learner responses for the next stage of the activity. Establish the working level of the group, level of knowledge and the 'pitch' of the questioning required. |
| 3 | Presentation of concepts, asking preparatory questions and invite responses. Exercise "Magic shop" 40 mins | Presentation by trainer and active participation. Brainstorming on concepts of ambiguity or unpredictability and find out more information. Display and organisation of shared answers and discussion of categories. With group find out weaknesses and strengths of participants | Check learners can identify relevant issues and introduce the concept of Tolerance for ambiguity or unpredictability understand the need of it and analyse yourself and your weaknesses and strengths |
| Break | | | |
| Part 02 | | | |
| 4 | Exercise "Change my mind" 30 mins | Exercise when group is trying to check by facts beliefs, doubts, ambiguity of each other | Provide tools to run the ambiguity and uncertainty session. Demonstrate a range of thoughts and ideas to broaden the way of thinking and to raise group confidence. |
| 5 | Working in groups to discuss risk prevention 50 mins | Risk management tools | To explain & give an overview how to prepare and be more confident in taking responsibility and decisions. To learn how to work in team on common ideas and to raise tolerance for ambiguity or unpredictability |
| 6 | Reflection Time 15 mins | Plenary discussion and sharing | Allow time to reflect on the activity and what the participants have learned. Improving their creative mindset |

Detailed Description:

| Part 01 | |
|--------------------------------------|---|
| Title of the session | Tolerance for ambiguity or unpredictability |
| Approximate length | 1 hour 20 minutes |
| Group size | 6 – 36 depending on learning environment |
| Equipment, materials & space needed | <ul style="list-style-type: none"> ● Space to work together and in pairs or groups ● Flip chart paper ● Marker Pens ● Whiteboard ● Papers ● Stickers ● Projector ● Laptop ● Screen |
| Objectives | <p>The learners will be able to:</p> <ul style="list-style-type: none"> ❖ To get to know each other ❖ Understand the objectives and topic ❖ To find out the potential of participants and group |
| Knowledge Skills Attitudes Reference | T12K1, T12S1 |
| Detailed description | <p>Phase 01 – Share objectives, introducing the topic and getting to know each other.</p> <p>1.1 Today we want to introduce and discuss the topic Tolerance for ambiguity or unpredictability. We want to help you to understand some of the key concepts and start to raise a tolerance to them, as well as understand more about your personal capacities and strengths.</p> <p>1.2 Before we start to discuss the topic, let's get to know each other better. So I ask each of you one-by-one to present who you are. be sure to include Name, hobbies and some interesting facts.</p> <p>Phase 02 – Writing down the expectations and contributions in groups and teams</p> <p>2.1 The trainer gives two blank stickers to each participant and asks them to think about their expectations from the topic, and write down basic thoughts on the stickers (5 min). After this, the trainer asks participants to make pairs, sit and share what they wrote on stickers with their partner (5 min). The trainer then asks the partner to share what they learnt about the other person - this is how participants can share expectations and get to know each other better.</p> <p>Phase 03 – Presentation of concepts, asking preparatory questions and inviting responses.</p> <p>Exercise “Magic Shop”</p> <p>3.1 Trainer asks the participants to brainstorm the main concepts.</p> <p>The questions are:</p> |

| | |
|---|--|
| | <p>What is Tolerance? What is ambiguity? What is unpredictability? The trainer can write down the answers on flipchart / whiteboard and this is important for everyone to see. Refining the brainstorming ideas, the trainer asks again, and more specifically, What it means for participants?</p> <p>3.2 Trainer then summarises the contributions and a general conclusion on the definitions and offers the participants to watch the following video: https://www.youtube.com/watch?v=Yp0cQ6pvSDc</p> <p>3.3 Trainer unites participants in small groups for 5 minutes to discuss the following: Why we need Tolerance for ambiguity or unpredictability, and how it should help our personal and professional development. The number of groups and participants depends on the general number of participants and can be flexible. Smaller groups offer more scope for contribution and sharing of opinions.</p> <p>3.4 The 'Magic shop' exercise - each participant puts up for sale in a Magic fairy shop their 'special' products. These products are an aspect of their own personality (character traits, skills, abilities, talents). Every participant should take 5 mins to consider what they have a lot of and they can share. For example, I have a good mood, and a high level of curiosity. After 5 minutes the trainer invites the participants to get up and walk around the room, meet with other participants and share what they 'have' and if they need something to "buy" it in a certain amount. (For example: I sell 500 grams of exposure, and buy 100 grams of guesswork). Participants write down on some stickers what they want to sell, buy or even exchange. Every participant must sell, buy or exchange something. After 10 minutes the trainer can ask the participants to share their deals (Who wants to share?!) and consider the answer the questions: Which was harder to do: sell or buy? Can you think why?</p> |
| <p>Tips, recommendations for the facilitator</p> | <p>This activity can be facilitated by one person; however, it is recommended that you have another facilitator to help. For larger groups ensuring the groups are on track with the task and sharing as many ideas as possible is key.</p> <p>Tips for trainer 2.1: Write down the questions on the flip chart so participants can see what they have to write: 1. My expectations from the training. When it comes to pairs, the trainer has to be ready to help to unite participants if they don't manage by themselves. In the last part of exercise the trainer has to facilitate the process and invite participants to talk.</p> <p>Tips for trainer 3.4.The trainer has to facilitate the process and involve all participants. If there are just the same people answering - the trainer has to invite other people to join in other ways.</p> |
| <p>Break</p> | |
| <p>Part 02</p> | |
| <p>Title of the session</p> | <p>Working on self-confidence</p> |
| <p>Approximate length</p> | <p>1 hour 40 minutes</p> |
| <p>Group size</p> | <p>6 – 36 depending on the learning environment</p> |

| | |
|---|--|
| <p>Equipment, materials & space needed</p> | <ul style="list-style-type: none"> ● Space to work in pairs or groups ● Flip chart paper ● "Risk Management" worksheet ● Marker Pens ● Whiteboard ● Papers |
| <p>Objectives</p> | <p>The learners will:</p> <ul style="list-style-type: none"> ❖ To learn a method about how to handle ambiguity and uncertainty. Understand ranges of thoughts and ideas to broaden the way of thinking and to raise confidence ❖ To understand how to prepare yourself to be more certain in taking responsibility and decisions. ❖ To learn how to work in a team on common ideas, and to raise tolerance for ambiguity or unpredictability |
| <p>Knowledge Skills Attitudes Reference</p> | <p>T12K2, T12S1, T12S2, T12S3, T12A1, T12A2, T12A3, T12A4</p> |
| <p>Detailed description</p> | <p>Phase 01 - Exercise "Change my Mind"</p> <p>1.1 Trainer prepares a flip chart with title of the exercise and two list columns:</p> <ul style="list-style-type: none"> ● Facts for ● Facts against <p>Trainer then invites participants to brainstorm and add some future entrepreneurial ideas and reveal some statements and concerns that they have as 'fears' or 'doubts' (Risks) that can negatively impact these new ideas. For example, "My idea is to sell handmade earrings on the internet" Risk statement - "this market is already too saturated!"</p> <p>1.2 Trainer invites the first person to take part in the exercise to step up to the flip-chart and write it down. Under the statement, the person (who is the owner of the statement) puts the mark from 1% - 100 % depending on how much they believe in it. For example, a person strongly believes in it 90% but still has some doubts. Afterwards, we ask the person to sit in front of the group.</p> <p>1.3. The trainer should invite all the other participants to suggest real facts 'For' or 'Against' this belief. For example, "I tried to buy new earrings and Google it and there were a really huge number of offers. Fact against, "I have a friend who started this kind of business on Instagram and now she is really successful.</p> <p>The trainer records these statements in two columns "For" or "Against". Continue this until there are at least 5-6 facts ideally in both columns. (Take around 10-15 min)</p> <p>To round off the activity, ask the people who are the owners of the statements to consider the facts, and then analyse and re-evaluate their beliefs. The group will share to see if any of the original opinions can be changed.</p> <p>Encourage the group to explore a few different topics and cases to discover the varying opinions. Collect the feedback from all participants, confirm what they understand and what they can take from it personally and professionally.</p> |

Phase 02 - Working in groups about risk prevention

One of the ways to deal with ambiguity and unpredictability is to prepare yourself for possible changes, be ready, flexible and adaptive. So before taking serious steps or plans, before starting new ideas you can try to work on preparation and prevention by risk management. We will try to do it in our exercise.

- 2.1.** Distribute the "Risk Management" worksheet to each participant, display the large sheet prepared with the same content (* all worksheets are provided below) and start by addressing the group as follows: "Here is the procedure to manage the risks. First, we will proceed with the first two steps of the risk management method: content and context analysis and risk identification".

Trainer unites the people in small groups (4-6 people maximum in each) Each group receives a flip-chart paper and 5 minutes to choose one idea for the group on a future entrepreneurial / business idea and write it down.

After this the trainer explains the next task: First, you will have to analyse the content and context of this entrepreneurial idea (what it will be, where and when it can start, what do we need for it etc)

Then, you will have to imagine all the risks and fears you can possibly face e.g. legal issues, not enough money for the start up etc and then list the possible risks you have identified on your flip-chart.

- 2.2.** Make sure that all participants have understood the task to be performed; give additional explanations if necessary. Allow 15 minutes to complete this work. Switch from one team to another to encourage and guide participants as they go.

- 2.3.** After 15 minutes, stop the teams and proceed to the risk analysis. Distribute the "Risk Analysis" worksheet to each group, display the large sheet prepared with the same content, address the group saying, "Now, you have to analyse and evaluate each of the risks you have identified, e.g. Judge whether or not they are dangerous and likely. This table makes it possible to analyse the degree of dangerousness of a risk according to two criteria:

- "Is it frequent, does it happen often?"
- "What impact does it have? Does it cause significant damage?"

- 2.4.** Use the "Risk Analysis" worksheet to explain how to classify risks into three categories - Green, Orange / Yellow and Red and invite each team to use this method to analyse the risks identified in the activity under study.

Ensure that all participants have understood the task to be performed; give additional explanations if necessary. Give each team three markers (Red, Orange / Yellow and Green) so they can mark the risks. Allow 15 minutes to complete this work. Switch from one team to another to encourage and guide participants.

- 2.5.** After 15 minutes, stop the teams and proceed to risk handling. Distribute a copy of the "Risk handling" worksheet to participants. Using the form, explain the 6 steps that can be taken to handle the risks: Acceptance, Prevention, Reduction, Transfer, Contingency Planning & Monitoring.

- 2.6.** Ask each team to note on their list what action they would take for each of the risks identified. Allow 15 minutes to do this work, making sure that all

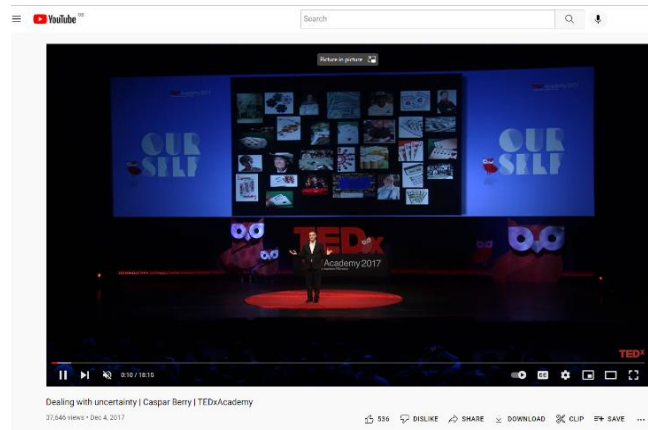
| | |
|--|--|
| | <p>participants have understood the task to be performed; give additional explanations if necessary. Allow 15 minutes to complete this work. Switch from one team to another to encourage and guide participants.</p> <p>After 15 minutes, invite each team, in turn, to present their risk analysis sheet with the measures to be taken to address the risks. Invite other participants to ask questions for clarification and make comments. Correct any mistakes that participants may have made and provide additional explanations if necessary.</p> <p>2.7.Conclusion</p> <ol style="list-style-type: none"> 1. Ask if any participants have questions about the work that has been done. If necessary, provide further clarification 2. Consider the following conclusions: "Risks must be taken into consideration and analysed - Fear any activity. Risks must be taken seriously and managed in a logical and organised manner. This work will help you to raise your confidence and tolerance for ambiguity or unpredictability. <p>Phase 03 – Reflection</p> <p>3.1 Trainer offers participants to share their opinions one by one about the training and their conclusion. Considering what they think and if it helped them to raise their tolerance for ambiguity or unpredictability.</p> |
| <p>Tips, recommendations for the facilitator</p> | <p>It is recommended that you have few facilitators to be able to help during the group work. For larger groups ensuring the groups are on track with the task and sharing as many ideas as possible is key.</p> <p>It is very important to make conclusions after group work and brainstorming. Also, the trainer has to be ready to facilitate the group and needs to have examples in case if the group is stuck at some point.</p> <p>It is very important to include all participants in active work.</p> |
| <p>Sources/bibliography</p> | <p>What is the difference between ambiguity and uncertainty? https://www.youtube.com/watch?v=Yp0cQ6pvSDc</p> |

Part 02: Tolerance for ambiguity or unpredictability – activities for self-directed learning

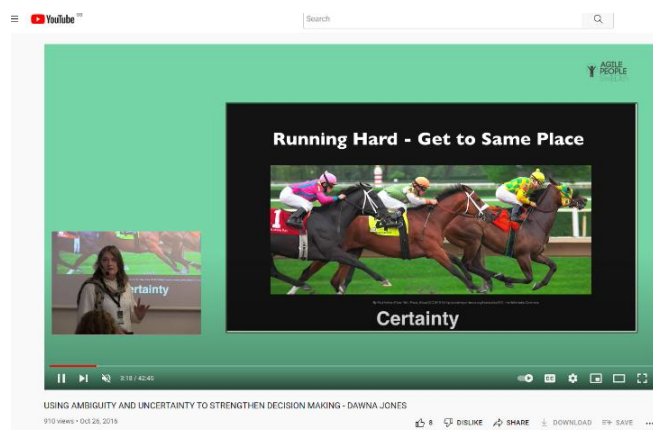
In this part of the module, you will find a further set of activities for self-directed learning that will support the learners/users to consolidate their knowledge on Tolerance for ambiguity or unpredictability and on understanding the importance of the topic and methods and tools that can support them to identify their strengths and weaknesses, as well as develop skills and attitudes related to the Tolerance for ambiguity or unpredictability

Activity 01: Videos and questions

Reflect on the two following examples and consider the suggested questions that follow.



Video link - <https://www.youtube.com/watch?v=kKy26jP7jUc> Dealing with uncertainty | Caspar Berry | TEDxAcademy



Video link – <https://www.youtube.com/watch?v=NbYD2bLvMS4> - USING AMBIGUITY AND UNCERTAINTY TO STRENGTHEN DECISION MAKING - DAWNA JONES

Consider the following questions:

- ❖ Why do I need to deal with ambiguity or unpredictability?
- ❖ How can I do it? Write down your personal plan!
- ❖ How can ambiguity or unpredictability help me to be more confident and effective!

Module T12: Tolerance for ambiguity or unpredictability - Fact Sheet

Activity 02:

Reflect on the following material and examples of tips for Dealing with Ambiguity.

5 Tips to Overcome Ambiguity at Work

By Rebecca Gordon · February 8, 2022 · No Comments



Reading Link - <https://thetrainingassociates.com/blog/career-development-skill-ambiguity/>

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Career development > 7 Tips to Identify and Manage Ambiguity in the Workplace

7 Tips To Identify and Manage Ambiguity in the Workplace

By Indeed Editorial Team
Updated July 8, 2021 | Published January 18, 2021

Ambiguity at work can make your job more challenging, but you can often use certain techniques and strategies to overcome many ambiguous situations. When you're unsure of how to proceed with a certain task, you can usually use your skill set to make the best decision without having all of the information. Learning different skills and techniques can help you manage an ambiguous environment.

In this article, we explain what ambiguity is, provide some examples to help you identify ambiguous situations and offer some tips to help you overcome ambiguity.

Explore opportunities

Reading Link - <https://www.indeed.com/career-advice/career-development/dealing-with-ambiguity>

LinkedIn People Kristine McKenzie Gentry, PhD

Tips for Dealing with Ambiguity

Kristine McKenzie Gentry, PhD
Strategy · Research · Diversity, Equity, & Inclusion · Organizational Culture · Anthropologist
Published Feb 12, 2018

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Reading Link - <https://www.linkedin.com/pulse/tips-dealing-ambiguity-kristine-mckenzie-gentry-ph-d->

Try to apply the lessons in your everyday life, work and your new creative ideas.

LEARNER HANDOUT Module 12: Tolerance for ambiguity or unpredictability

Risks can be classified into 3 categories according to their **impact** and **frequency**

There are 6 categories of actions that can be taken:

1. **Acceptance** - No action; impact is low; risk is accepted. For example, there is a risk that sales may be lower than expected this quarter. But we are confident in the promotion we have done to attract customers. We can accept this minimal risk.
2. **Prevention** - Measures that can prevent risks (make them less likely). For example: No walking, no games at night.
 - All corporal punishment are prohibited
 - No leader alone in a closed place with a young person
3. **Reduction** - Measures that can reduce the impact of risks. For example:
 - If young people ride bicycles, they must wear helmets.
 - If young people are canoeing, they must wear life jackets.
4. **Transfer** - The measures that transfer responsibility for risk to someone else. For example, take out an insurance policy.
5. **Contingency Plan** - Or "B Plan": Prepare an emergency plan to deal with risks where there is nothing we can do to change the situation if these risks arise. Example: The mountain walk will be postponed in case of bad weather and replaced by a visit to the castle.

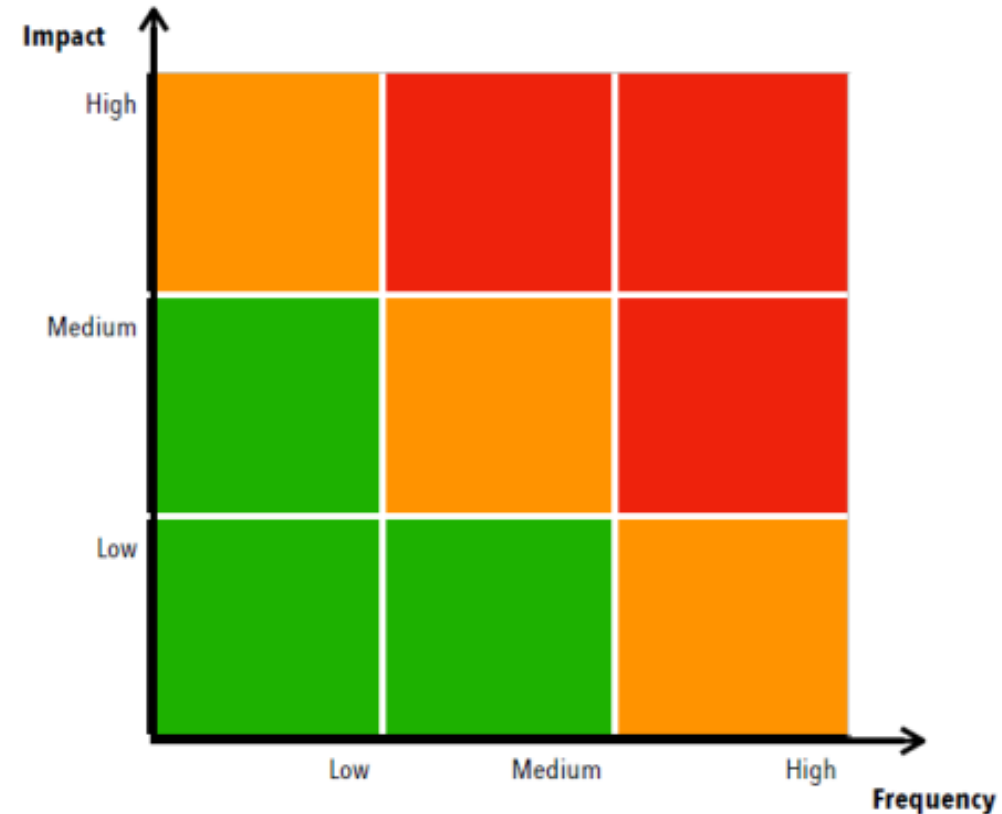
6. **Monitoring** - Monitor actions taken and risks identified to modify procedures as the situation evolves.

- **The green risks.** These are those with *low frequency* and *low impact*, those with *low frequency* and *medium impact*, those with *medium frequency* and *low impact*. **These risks are not very dangerous - we can accept them.**
- **The orange risks.** These are those that have a *high impact* and a *medium frequency*; a *medium impact* and a *medium frequency*; a *low impact* but a *high frequency*. **They are rather dangerous, they must be taken seriously.**
- **The red risks.** These are those with *high impact* and *medium frequency*; *medium impact* but *high frequency*; *high impact* and *high frequency*. **These risks are very dangerous, they are called killer risks.**

Risk handling

Once the risks have been identified and assessed, consider how to deal with them, i.e. decide if you want to do something about the risks you can address and, if so, incorporate the activities to be undertaken into your action plan. Ask yourself the following two questions about each of the risks you have identified and analysed:

- Is there anything I can do about this risk?
- Can I do nothing about this risk?



SELF-REFLECTION EXERCISES Module 12: Tolerance for ambiguity or unpredictability

Now that you've studied **Tolerance for ambiguity or unpredictability** and how an understanding of it can be used or covered in your everyday and professional life – there are some tips and reflective suggestions for Youth leaders

Reflection Questions:

- Identify what ambiguity or unpredictability means for you?
- Reflect your tolerance to ambiguity - thereby, an approach that can be used for uncertain probabilities to define ordering by ambiguity - could it be that by putting in order 'uncertain probabilities', the degree of ambiguity can be measured by **the expected volatility of probabilities, across the relevant events?**
- How does tolerance or intolerance for ambiguity impact decision making?
- Consider making a personal plan for developing tolerance for ambiguity



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