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# SOFT SKILLS MAPPING TOOL

# M — O — S — S

## moving into soft skills

This learning tool was created within the project Moving into Soft Skills that took place with the support of the Erasmus+ programme of the European Union, in cooperation among partners from Finland, Latvia, Poland and Austria. More information is available at [www.movingintosoftskills.com](http://www.movingintosoftskills.com).



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CHAPTER

NO 1

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STARTING THE  
JOURNEY

M—O—S—S

# INTRODUCTION

The Soft Skills Mapping Tool is a resource for facilitators and educators, as well as individuals, interested in exploring a group's or their own strengths and learning needs. It serves as a reflection tool to provide insights into the individual's or group's soft skills, and does not provide definitive answers.

The Mapping Tool is also a resource to orient a facilitator into designing Embodied Soft Skills Training, which consist of a series of learning sessions that aim at improving soft skills, using a somatic approach. The guidelines and resources for the training are provided in the Embodied Soft Skills Training Handbook.

Please, read this manual and take time to get to know the Mapping Tool by testing it on yourself or your friends, before using it for professional purposes. Enjoy the journey into the landscape of soft skills!

# THE SOMATIC APPROACH

Recall a moment when a weight was lifted from your shoulders. It felt good, huh? Or, do you remember what it felt like when the world was wide open? What about the opposite? The feeling of not having space to breathe? Or your head being stuck?

These experiences would not be possible without our bodies and us sensing ourselves. This ability is so self-evident that we hardly pay attention to it, but the MOSS team thinks it's high time to acknowledge and value this resource. We live in, with, and through our bodies, and the somatic approach invites you to benefit from sensing, moving and giving shape to your goals, through your body, in order to learn and thrive.

We understand somatics as an educational approach that prioritizes body and movement as the key dimension in developing soft skills. You might wonder, how and why can body and movement be used in cultivating soft skills? The mind exists through the living body. Movement experience is one of the sources of knowledge, and therefore movement is literally learning. We move to feel ourselves, and we learn about the world through movement.

By combining different movement activities with reflection, we can increase our understanding of our abilities and limitations, and our patterns and tendencies, and thus we are also able to develop skills or change patterns through exposing ourselves to new body practices. Many body experiences can be used as metaphors to increase an understanding of the processes and challenges we experience as professionals and as human beings, at work, learning, and in relationship with other beings.

Taking a somatic approach means placing a value on individual experiences and interpretations. Somatic work invites individuals to use their own experience as the basis of authority. This also means placing emphasis on experimenting, observing and playing, rather than on theory and grading in the learning process. With this tool, we are not aiming to quantify and measure soft skills in an objective manner; it relies largely upon self-reflection and self-assessment.

Movement gives us a chance to practice who we want to be or how we want to be. Therefore, it can be a much more powerful learning tool than books, lectures or discussions. Our approach seeks to acknowledge the value of the body, its movement and our own experiences, as a way to learn continuously. The soft skills we are addressing with Moving into Soft Skills project can't be learned from books. What better way to dive into them than by moving, alone and with others!



# THE SOFT SKILLS

MOSS invites to participate in individual and group exercises that are based on the somatic approach and help to develop 8 different soft skills - adaptability, attention and focus, communication, creativity, leadership, learning ability, self-regulation, and teamwork.

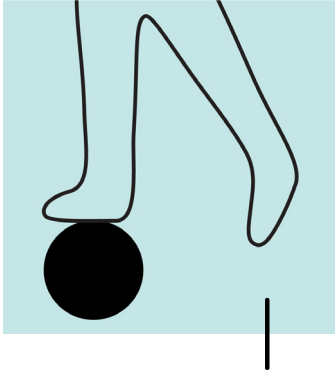
Soft skills are human skills, subjective in nature and intangible, difficult to quantify and identify. They are hardly taught in classrooms and are often difficult to describe precisely. Lexico dictionary defines soft skills as “personal attributes that enable someone to interact effectively and harmoniously with other people”.

Soft skills are evident in attitudes and responses to different situations. Having certain soft skills well-developed may facilitate career progression and give individuals more opportunities than usual.

Let's look at an example of communication, which is one of the soft skills. One element of skilled communication is an efficient use of voice. You may have noticed a situation in which someone possibly had a negative or sarcastic attitude while saying something and the whole pleasant atmosphere collapsed. In contrast, you might have also witnessed a moment in which a person used a positive and friendly attitude and tone of voice to change a negative situation and atmosphere. The tone of voice conveys our emotion, and skilled communicators know how to consciously modify their voice to create an atmosphere that would help to achieve their goals.

People from certain professions that are more embodied, such as dancers or actors, are known to have a high level of certain soft skills. By integrating embodiment and somatic concepts into learning tools, MOSS offers an innovative solution for improving soft skills. Through this Mapping Tool and Embodied Soft Skills Training, developing these skills is accessible, without taking theatre or dance classes.

Below you will find a brief review, with our interpretation, of each soft skill we focus on. We encourage you and your trainees to shape your own understanding of each skill. This reflection can be an important part of the whole learning process.



## ADAPTABILITY

Adaptability means dealing with change and different circumstances in a way that enables an individual to stay functional. The common adaptive responses might be adjusting to the situation or recovering from it, or it could be not accepting the change; healthy criticism towards blind obeying is an important part of adapting skills. Adaptation often rouses connotations of passive accepting. This is not what is meant with skilled adaptation. Sometimes adaptation is the opposite of passive acceptance: the ability to create change in a fixed situation.

Change is often coupled with ambiguity and stress, which makes uncertainty, tolerance and stress management an important element of adaptability.

Bodily practices, such as improvisation and bodywork, offer us plenty of different contexts in which we can learn to listen, to act in ambiguous situations, to explore different courses of action, and to adapt to our partners or certain movement structures and limitations.

YOUR NOTES ON ADAPTABILITY

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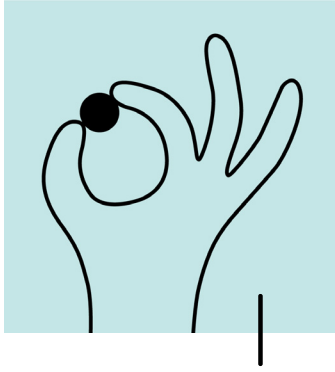
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## ATTENTION AND FOCUS

Attention and focus are the ability to shut out distractions and concentrate on a target stimulus, which may be an aim or task, for any period of time, as well as the ability to return from a distraction or disruption in attention. Using focused attention helps us to attend to both internal stimuli and external stimuli, and it is an important skill that allows one to carry out tasks efficiently in daily life. On a larger scale, it is the ability to define what is necessary and what is not relevant for any project.

It is also essential to learn skills to release attention. Overfocusing can lead to neglecting other things, such as the needs of other people, or our own needs, such as sleep or nutrition.

Attention is one of our most valuable resources. What we attend to shapes our experience. How we attend shapes our minds. Practices such as body scans teach us to remain present with ourselves, others and the environment and provide a powerful training of our skill to focus.

YOUR NOTES ON ATTENTION AND FOCUS

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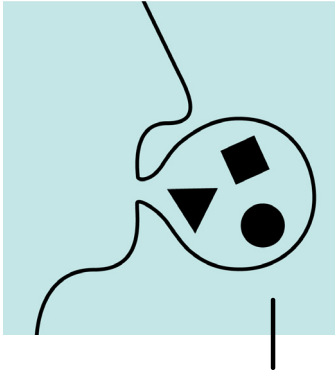
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# COMMUNICATION

Communication is a two-way process of information exchange, or, more broadly defined, as creating and exchanging meaning. Communication takes place verbally and non-verbally. It needs a common system of symbols, signs and behaviours. Successful communication requires the ability to adapt to a conversation partner, as well as to listen actively and stay connected.

Communication also entails a readiness to be seen, to be heard, and to express oneself. All the kinds of movement practices that take place in pairs or groups usually require communication and negotiation, and creating a space where a person can explore his or her communication challenges and learn to address them better.

YOUR NOTES ON COMMUNICATION

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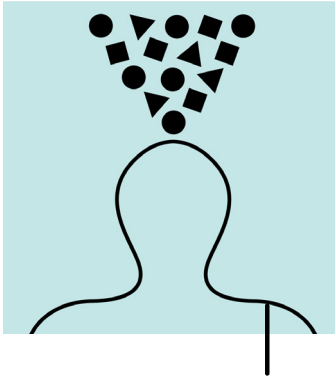
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# CREATIVITY

Creativity is a cognitive process, that leads to new, original ideas, concepts, and definitions of problems, and their solutions. An essential element of the creative process is the ability to perceive the world in new ways and transcend habitual ways of thinking or acting. It may be to seek new combinations, make connections between seemingly unrelated phenomena, find hidden patterns, and notice new relationships among objects or concepts.

Creativity can be a quality of a single person, a group or a working culture. In a more specific sense, creativity can also be defined as an expression of ideas, imagination, experiences and emotions in a range of arts, which you can practice through moving, dancing, building, crafting and many other activities. All of these may be embodied, even if it is not how we are used to thinking about them. Creativity flows more freely when we allow it to happen, and through movement, we can learn to permit this freedom.

## YOUR NOTES ON CREATIVITY

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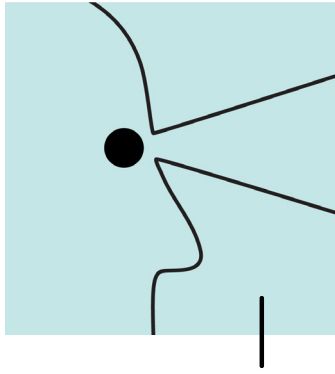
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# LEADERSHIP

Leadership is the ability to turn an idea or a goal into concrete actions in a team. Leading implies a direction towards a set goal, and it is the leader's task to make sure that goal is reached. Leadership entails visioning, setting goals, instructing, serving, encouraging, taking responsibility, managing, facilitating and making decisions, to name a few of many.

Leadership can be considered as an individual task too. One can lead oneself through processes or reflect with a leading approach.

With the help of movement activities, we can explore different leadership styles and develop an authentic approach. We can become more aware of our behaviours, strengths and weaknesses as leaders, and we can experience moments of being seen, taking space and empowering others to take space. A lot of somatic work is done in the field of leadership and thus there are plenty of resources to inspire one.

YOUR NOTES ON LEADERSHIP

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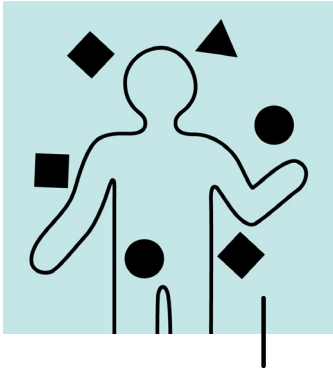
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## LEARNING ABILITY

Learning ability relates to the capacity to learn and to be open towards studying new things. It requires awareness of one's learning processes, preferences and needs. It provides the capability to effectively manage effort, time and information. A good learner knows different learning strategies, recognizes learning opportunities, and can choose the most suitable methods and tools. The ability to learn also includes evaluating one's work and identifying the need to seek advice or support. It facilitates transferring learning outcomes to professional and personal contexts and putting into practice what we know.

The somatic approach can help you to discover the joy of learning through play and from making mistakes, and gives you the courage to jump into the unknown and uncomfortable, as starting a new movement practice often requires a good amount of challenging your comfort zone, both physically, emotionally and mentally.

YOUR NOTES ON LEARNING ABILITY

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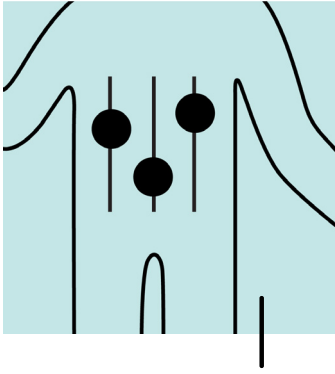
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## SELF-REGULATION

Self-regulation is about supervision from within, instead of through an external authority. It is concerned with how to control and manage one's emotions, impulses, energy and inner resources. Self-regulation is responsible for us keeping a healthy balance. Strategies for self-regulation may involve pausing between impulse and action or learning to set boundaries. In self-regulation, it is as important to be able to control impulses, as to follow the impulses by taking the initiative when it is needed. Self-regulation also requires an understanding of the time one needs for both accomplishing tasks and to recuperate.

Going for a long hike might be a simple example of how a body-based activity can help you to learn to regulate yourself. It would require you to deal with tiredness, pain, perhaps also a lack of motivation, and manage your energy to be able to reach the destination or understand when it is the time to stop.

YOUR NOTES ON SELF-REGULATION

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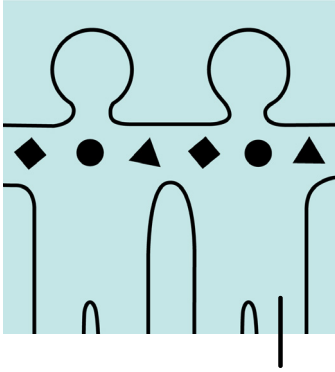
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## TEAMWORK

Teamwork takes place when individuals work together to achieve a shared goal. A skillful team member is one who contributes actively to team tasks, knows how to clarify roles and responsibilities in the team and promotes communication among team members. Teamwork skills involve being willing to take on responsibility and encouraging and engaging other team members. It requires knowing the resources of team members and highlighting everyone's strengths. Good teamwork is also about learning with and from others. Important elements of teamwork are the ability to manage disagreements constructively and being aware of the team processes and how they affect the team's effectiveness.

Many traditional team building activities are based on tasks that require touch, physically supporting each other, and achieving something together you physically can't do alone. Trying out partner acrobatics or just playing team sports can be great starting points to become more skilled in teamwork.

YOUR NOTES ON TEAMWORK

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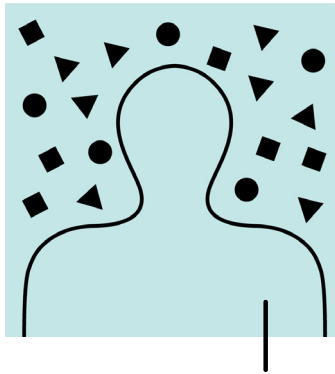
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# CONSIDERING THE VIBE

As a facilitator of a somatic practice, it is important that you recognize the atmosphere during a session and use it as a part of facilitation:



## ATMOSPHERE

Atmosphere exists in space and human interaction. It can be named as a mood, a vibe, or a sense of oneself, a group and a space. It is the mind, emotion and attitude of the group. It shapes an environment for learning. Atmosphere is created by feelings, and the expression of them, voiced and silent. For example, you may have the impression that there is a relaxed or tense atmosphere or that there is a sense of confusion or understanding in the environment.

Most often, one strives for an atmosphere that makes things work. In MOSS sessions we suggest inspiring an atmosphere that is both safe and exciting.

You can perceive the atmosphere with the whole being - the mind, emotions and the body. Some people may be receptive to it and some may not feel it at all. Likewise, an unsuitable atmosphere might not bother some participants but may cause anxiety for others. Therefore, it is important to be aware of the vibe you bring into the group. It's an underlying skill in itself. It is not passive. You can learn to recognize the atmosphere, affect it and use benefits that it can bring to different situations. These are

important skills in team management and cooperation, and in being a facilitator.

Atmosphere might encourage people to undertake certain roles and attitudes in the group and thus it can serve as a tool of transformation. A skilled facilitator understands the meaning of atmosphere in bringing people towards a desired goal, trusts in listening to the atmosphere, and understands how to influence the atmosphere. Not understanding the atmosphere might lead the facilitator and members of the group to be confused and distrustful.

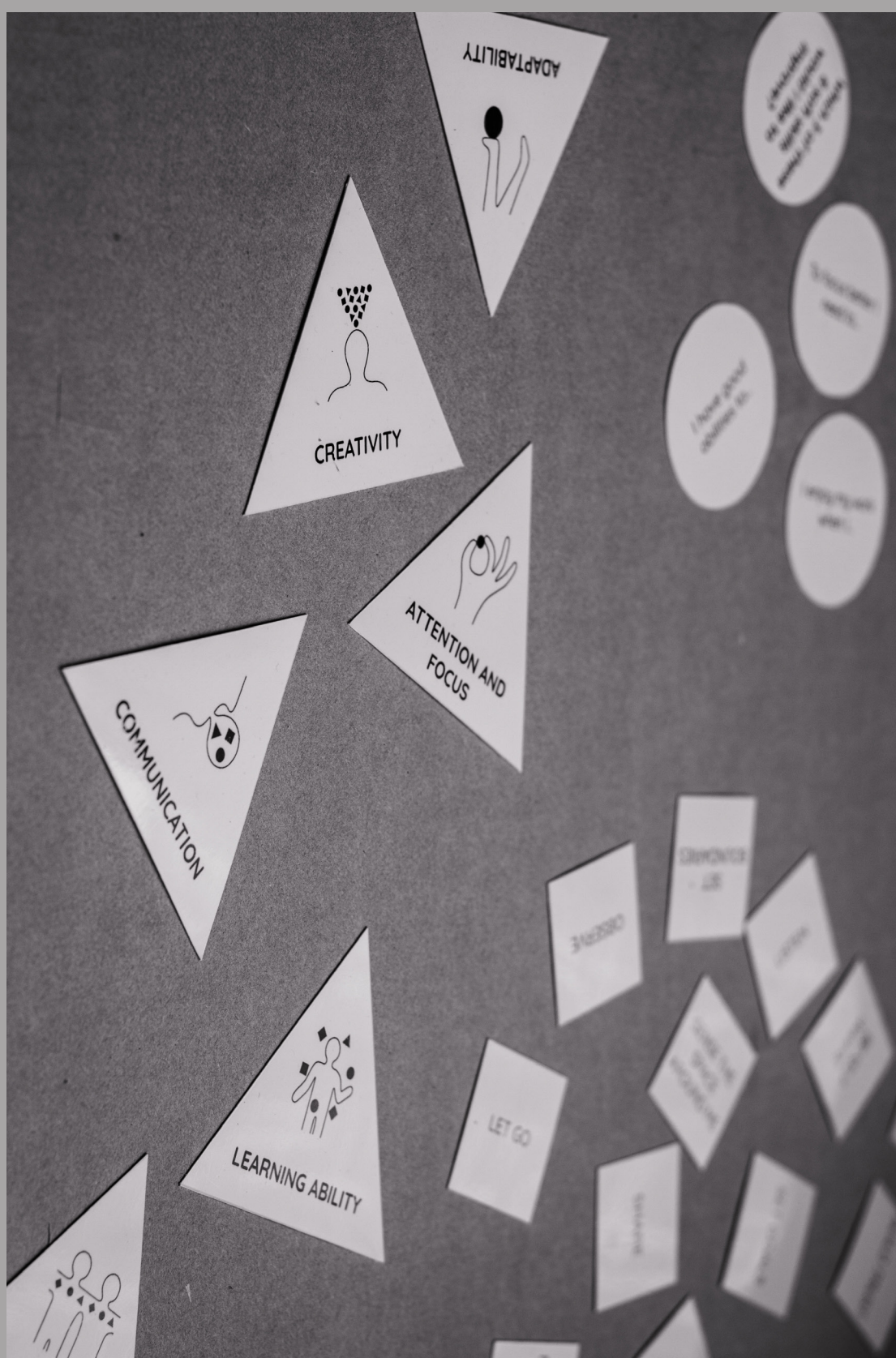
Even though atmosphere is briefly described here, it is an integral part of leading a somatic process, such as the Soft Skills Mapping Session, and we encourage you to use your existing skills and tools for affecting the atmosphere.

When you allow yourself to perceive the atmosphere throughout a session, and you happen to notice a quality in the environment which is disturbing the work, you may choose to affect it so that it changes towards being more supportive for the participants.

A simple way of affecting the atmosphere is to introduce a change to the flow of the session. Take a break or make a movement moment. Shift the focus to a different topic by explaining something about the Mapping Tool or soft skills, or by asking a question.

One other important aspect to consider about atmosphere is that your own attitude contributes to and affects the atmosphere. You can change your body language, your tone of voice or your position in the space, and you might be able to create the changes you would like to see in the environment of the session. Also, tools such as music, jokes, personal stories, and visuals help to shape a supportive atmosphere. If you are not sure what to do in a certain moment, it can be helpful simply to wait before taking an action.

Use a supportive atmosphere during your work, and you might find that it becomes more effective and that participants come out of a session with more than they usually would.



# CHAPTER NO 2 | MAPPING

M—O—S—S

# INTRODUCTION TO THE SOFT SKILLS MAPPING SESSION

The purpose of the Mapping Session is to help individuals to reflect on their qualities and map the landscape of soft skills necessary to achieve their professional goals. If you are an educator, the information collected during the Mapping Session can help you build a learning process, based on the needs of the participants.

The Mapping Session includes work with the Soft Skills Mapping Tool and several transitional moments, which aim to support the process, boost the atmosphere and switch focus.

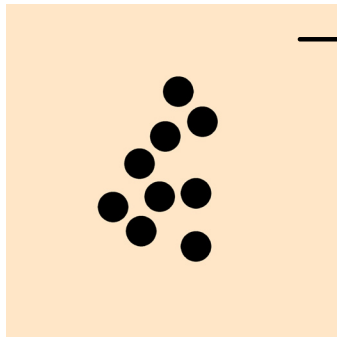
We intend that the Mapping Session is the first step of a longer process of embodied soft skills practice. Thus, your main goal as a facilitator during a Mapping Session is to identify 3 soft skills to focus upon for the rest of the training process. The created map can be used to understand which soft skills are the most important for participants' professional lives and identify their strengths and learning opportunities.

## IMPORTANCE OF PERSPECTIVES

Reflecting on the soft skills might include considering different perspectives. By introducing optional Mapping Sessions with different stakeholders, we want to offer the opportunity to become aware of bias and juxtapose different perceptions of the needs of the participants - see the annexure for a special set of questions. The mapping process can help to establish a common ground for further work that will involve interactions between the facilitator, participants and other stakeholders.

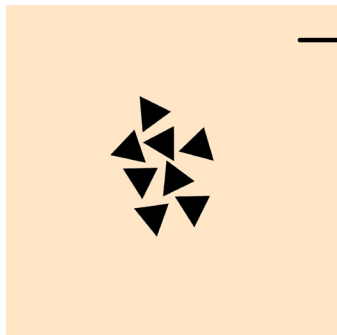
Four perspectives might be used to make a more accurate map of soft skills: the perspective of the facilitator; the perspective of someone who is in a leadership position with the participants e.g. a manager, teacher or supervisor; the perspective of the participants; and the perspective of someone in a working relationship with the group, e.g. a client, a partner or other stakeholder.

# THE ELEMENTS OF THE SOFT SKILLS MAPPING TOOL



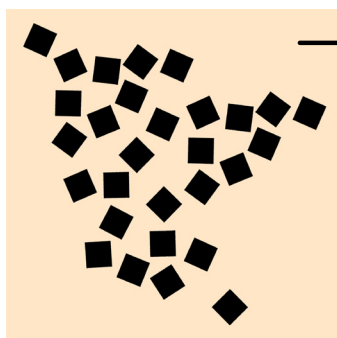
## QUESTIONS

Circles contain questions and sentence starters for reflection. The question, “Which 3 of these 8 soft skills would I like to improve?” is always the first to be asked. There are 2 sets of circles: one for the participants and one for the other stakeholders.



## SOFT SKILLS

The triangles name the soft skills. Triangles are used to answer the first question and are the most important element of the map in the bridging process, which will be explained later in this manual.



## ANSWERS

The squares represent abilities, qualities and actions. Squares are used to respond to the sentence starters. They serve as the definitive material in searching our individual relation to the selected soft skills. You can also offer empty pieces, which the participant can fill in.

During the Mapping Session, the participants create constellations using the Mapping Tool pieces. There is no need to use all the pieces. You can choose the ones you find more relevant, considering your skills, methods and values which you can bring to the group.

## TRANSITIONAL MOMENTS

In our everyday lives - in moments of excitement or feeling overwhelmed, in conflict or stress, in moments of confusion or frustration - it helps to step out of the situation and come back to our senses. This is a way to refocus our attention or calm our emotions. When there is only a brief moment to refresh, some people may wash their hands or face, and some may grab a drink or go outside for a moment to enjoy the fresh air.

Similarly, all kinds of short body-based exercises can help us to refresh our minds and emotions, to find new insights and be more present with ourselves and others. Therefore, we invite you to include several transitional movement moments in the Mapping Session: one before starting to explore the Mapping Tool, one or two in the middle of the mapping process, and one after the mapping is done.

In the annexure, you will find several examples of short exercises for transitional moments, lasting up to 5 minutes, which you can combine according to your facilitation style, and depending on what seems to be most needed for the participants. If the transitional moments don't fit the setting and context in which the Mapping Session is happening, they can as easily be skipped.

## MEETING THE PARTICIPANTS

When it comes to your role as the facilitator, it is vital that you enter any situation with an open mind. Your task is to create a welcoming space and guide the participants through the mapping process, which will invite them to reflect on their soft skills in that moment.

It is helpful for you as a facilitator to be present in your own body. Your presence, or absence, influences a person or group during the



Mapping Session and other training activities. Again, you can check the list of short exercises to find examples and inspiration on what kind of activities might help you to prepare for the session, to become more connected and present, with yourself and others. Even if you chose not to include transitional moments in the Mapping Session, you might still do some exercises as your practice before or after the session.

# CONDUCTING THE MAPPING SESSION

The whole Mapping Session lasts about 40 to 60 minutes. The aim of the Mapping Session is to find out the 3 most important soft skills to work on with the group during the MOSS Embodied Soft Skills Training. It means that you might run Mapping Sessions with several group members, and with individuals related to the group, such as their supervisor, before starting to work with the entire group. The number of individual sessions will depend on your context. The instructions below are given for work in a one-to-one setting, which is the recommended way to work with this tool. The basic steps remain the same for variations described in the next chapters.

## PREPARATION

| Make sure the place you are going to use for the session is private and has enough surface space for work with the Mapping Tool and for moving around.

| Print out the Mapping Tool pieces. We recommend using thick paper since it will make handling the pieces easier. Cut out the Mapping Tool pieces.

| Make sure you have a camera and that it has enough battery power and memory space. If you want to document the mapping constellations in writing, have a pen and paper at hand.

| When communicating with the participant, inform them about the duration of the session and invite them to choose a comfortable outfit suitable for the place you are going to use. Tell them that light movement activities will be included.

| Plan enough time before the session to relax, focus, be more present and more available to the participant.

| Remind yourself of the attitude of listening and not knowing. We recommend that you reflect on your own expectations and bias, regarding which soft skills the participant will choose.

## INTRODUCTION

| Welcome the participant to the session and explain the purpose of the session: to map the participant's soft skills in that moment, reflect on soft skills and identify learning needs. Emphasize that the goal is not to find the final truth. You might provide some background information about soft skills, explain how the session will be structured, and encourage the participant to treat it as a discussion and a game, but definitely not as a test.

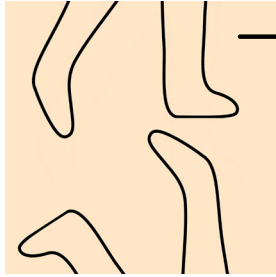
| Explain that you will be working with the Mapping Tool, and that the session will include movement moments.

| Affirm that the session and its outcomes are confidential.

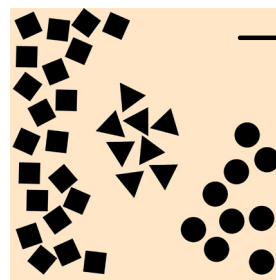
| Ask for agreement to document the mapping constellations in photos. If the participant agrees that photos may be taken, inform him or her that you will store photos only for as long as you are working with the group. Explain also that the images will be stored anonymously and only be used for work with the particular group.

| Mention that the session can be finished at any point if the participant so wishes.

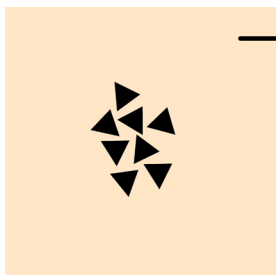
# MAPPING PROCESS



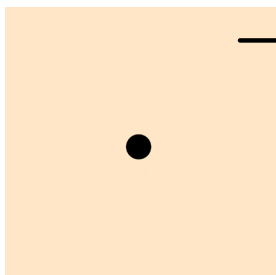
Start with a movement moment to arrive in the space: choose a short exercise from the list in the annexure, or your repertoire, to help the participant warm up for the activity.



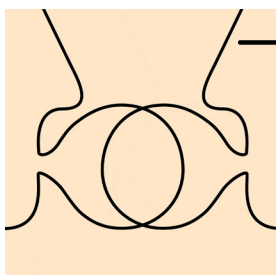
Gather around the surface you are going to use for placing the Mapping Tool pieces. It might be a large table or a space on the floor.



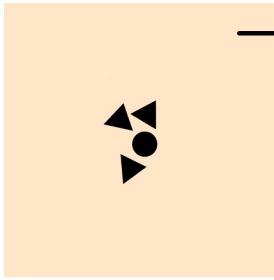
Place the triangles with all 8 soft skills and give the participant time to go through them. Provide the possibility to clarify any questions.



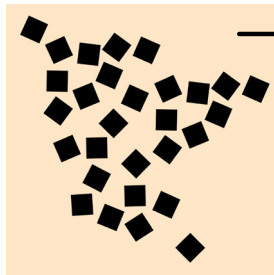
Ask the first question: “Which 3 of these 8 soft skills would I like to improve?”.



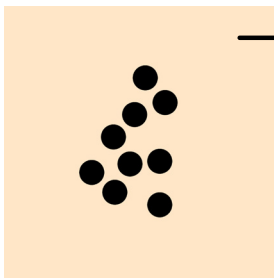
Discuss the answer to understand its meaning for the participant. You might ask how the skills were chosen or why they are most relevant to the participant at that moment. You might also share your observations about the participant's decision.



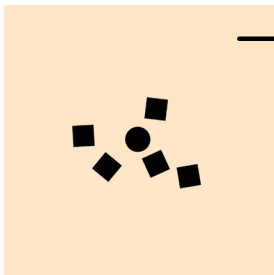
Document the answer by photographing it or writing down the chosen 3 soft skills.



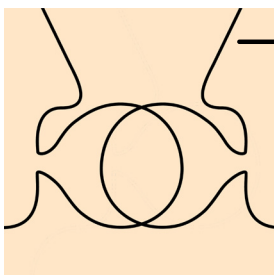
Set the triangles aside. You are now ready to move on to a more detailed exploration of the elements of different soft skills. Give the participant all the squares and a moment to go through them. Offer the possibility to clarify any questions.



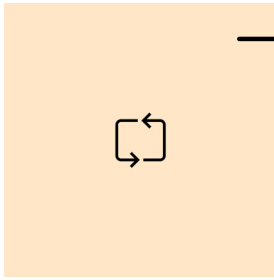
Proceed with the sentence starters. From now on, offering a sentence starter follows a cycle, which repeats itself until the end of the mapping process.



Offer a sentence starter or invite the participant to choose one. A participant will answer by using the squares. Empty squares might be used here for the participant's own answers. You can also play with the distance between the circles and squares.



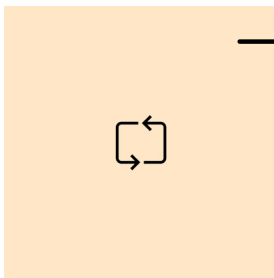
Discuss the answer. For example, ask how the person chose these squares and how the participant understands the meaning of the words on them. You might ask to share examples of some specific situations when the selected quality was missing or there was too much of it, and how it influenced the outcome.



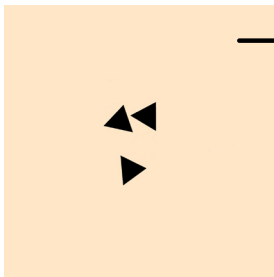
Document the answer. Clear the surface. Repeat the process with another sentence starter.



After having used 2 sentence starters, invite the participant to change their position. You might suggest that the participant walks around and feels in their body how he or she is after rounds of the thinking process.



Continue using the Mapping Tool in a different position. Repeat the cycle of using a sentence starter, discussing and documenting in the changed position, until you run out of sentence starters or 30 to 40 minutes have passed.



Reflect on the 3 chosen soft skills. Ask the participant if he or she still wants to focus on the 3 soft skills selected at the beginning of the session. It might be that after the mapping process, some other soft skills appear to be more important.



Prepare to close - invite the participant to do another short movement exercise that will help to summarize and close the process.

# CLOSING

| Make sure to address any open questions the participant might have before leaving.

| Express your appreciation for the chance to accompany the participant and invite sharing how it felt to participate in this session.

# OPTIONAL REFLECTION

| At the conclusion of the Mapping Session, you might use the experiences of the transitional moments to start to explore the educational approach that will be used in further work. You might ask the participant how the 3 most important soft skills which he or she selected are expressed in his or her body and movements. Does the participant feel these skills, or lack of them, in his or her body and how? Has his or her body played some role in the development of each skill? How could movement activities help to form and practice any missing skills? These kinds of questions will help the participant better to understand the connections between somatic work and the development of soft skills, and thus build trust in the upcoming process.

| If you will continue to work with the same person, take some time for your reflection. Think about the atmosphere in the Mapping Session. What was it like, what influenced it, and what made it change or stay the same? What kind of atmosphere and training approach would support this person? Where do you feel the participant was curious and ready to expand? Where did any defensiveness or resistance come from? How did it manifest? Were there some challenges present, and how could you address them in the next sessions?

# VARIATIONS

The flow of the Mapping Session can be adjusted for offline and online work with different stakeholders and a different number of participants. There are several ways to offer the Mapping Session to an individual or a group of people:

## INDIVIDUAL SETTING

### | PERSONAL REFLECTION

Anyone interested can use the Mapping Tool for a personal reflection. Follow the instructions from this manual and try it for exploring your own soft skills! When it comes to your perspective as a facilitator, it is important also to clarify your assumptions and observations about the group. If you have had a chance to get to know the group, you might work with the set of Questions for Stakeholders to explore the landscape of the soft skills of your group.

### | COACHING

The Mapping Session can be run with an individual as a separate and complete activity. The purpose of the session would be to assist the participant in reflection on their skills. The work might be continued with further coaching sessions, depending on the goals of your work with a person. If the context allows, you might also offer an individual session to all the members of the group who participate in the Embodied Soft Skills Training, especially if it is a new group of people, who have not worked together before. Individual sessions can also be run with only a few members of the group, who might then later assist others in the Mapping Sessions that happen in a group setting.

### | EXTERNAL PERSPECTIVE

To collect different perspectives and reduce possible bias in identifying the training needs, individual Mapping Sessions can be run with someone who is related to the group but might not be part of their



further learning process - such as a supervisor or leader of the group, a teacher or someone else who works with the group. In the case of corporate teams, a Mapping Session might also be run with their target groups, for example, clients, or, if you run a training programme for teachers, you might do a Mapping Session with their students. In the annexure, you will find a set of questions and sentence starters that have been adjusted for work with people who will not be a part of the training group but are related to it.

## GROUP SETTING

### | INDIVIDUALS IN A GROUP

Provide each participant with their own set of the Mapping Tool. Explain how to work with it and remain available for clarifications during the process. The mapping is done completely independently, and afterwards the group can be used as a resource to discuss and share thoughts on the reflection process and conclusions. This might be the best approach if the members of the group don't know each other.

### | PAIR WORK

Invite the group members to split into pairs and facilitate for each other a Mapping Session of around 30 to 45 minutes. Provide them with all the instructions and explain how to work with the Mapping Tool. Make sure that you have photos or other documentation of their responses about the 3 soft skills on which they chose to focus. Depending on how much time you have for each session, reduce the number of sentence starters they may choose.

### | WORK IN SMALLER GROUPS

Split the group into smaller groups of 3 to 5 people each. Provide each group with a set of the Mapping Tool pieces, explain how to use it and invite them to try it out. After responding to the first question and 3 sentence starters, the groups meet and present their maps. You can offer each group those sentence starters which might be the most relevant. To simplify the process, each group should receive the same set of sentence starters.

## | FROM INDIVIDUAL MAP TO GROUP MAP

At the beginning of the session, give a Mapping Tool set to each participant for cutting, or use pre-cut pieces. Explain the function of the different pieces. Invite the participants to answer the first question, where the answer is done by triangles, and choose 3 sentence starters that might be most relevant for this group. After the individual work is done, invite the group to come together. Ask them to respond to the first question and sentence starters by creating a group map.

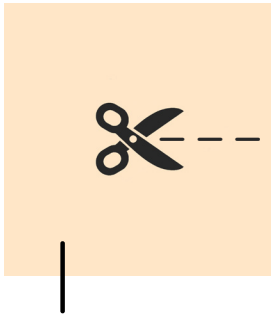
## ONLINE MAPPING SESSION

MOSS team also has a positive experience of conducting Mapping Sessions online for small groups. In order to provide pieces of the Mapping Tool to the participants, you can:

| Send the participants files with the triangles and squares at least a few days before the session with a request to print them. Ask them also to bring scissors for the session. It is recommended not to send the questions and sentence starters, which may be shared during the online session. That will support fresh thinking during the session. Send the file with the questions and sentence starters after the session for further research and recall of the mapping process.

| Use an online collaborative platform such as Flinga. It offers a whiteboard, different shapes, colours and an additional feature of linking the pieces with each other with a line. This feature enables creating a network of the squares, which can be very informative. Flinga is free-of-charge, but requires registration. You can run up to 5 sessions simultaneously. If you have more than 5 participants and you want all of them to work on their own, it is best they register themselves and create their own sessions. If you wish to build one map for the whole group, it is also possible through one link and a common whiteboard. In this case, the recommendation is to have a maximum of 20 participants in order to enable everyone's participation. Suggest that the participants get familiar with the platform before the session.

It is also possible to use Flinga and the printed Mapping Tool parallel to each other. The amount of time it takes to cut the pieces and create them on the platform is virtually the same. When starting the Mapping Session online, follow the same guidelines as for a face-to-face meeting. Describe the Mapping Session and introduce the main principles. Then you can either stay in one group or divide the group in smaller units.



## PRINTED PIECES

In this example, online sessions are run using Zoom application with smaller groups and use a printed set of the Mapping Tool:

Invite the participants to cut the triangles together. Cutting should take less than 5 minutes.

Share the first question on the screen. You will need to prepare slides with questions and sentence starters in advance.

Ask each participant to select 3 soft skills and write their answer on the chat function.



## ONLINE PLATFORM

In this example, collaborative online platform Flinga is used with 5 participants working on their own:

Share your screen in the beginning and briefly demonstrate how to use the platform. Since Flinga does not enable using triangles, it is necessary to decide beforehand which shape to use instead. Squares and circles can stay the same.

Create the pieces for soft skills together. To create a sense of everyone working together, the facilitator reads the contents of each piece aloud. This gives space for discussion as well.

Invite participants to cut the squares at the same time. Ask each person to put the squares next to them in an order that is easy to review. Ask them also to prepare 3-5 empty squares.

Share the next sentence starters on the screen. Ask participants to share their responses in chat. You can include the short exercises in a moment that feels right for it, to refresh and change the atmosphere.

Finish the session with the Paper Ball short exercise.

Leave time for sharing in the group.

Ask the first question. The participants will write it down and choose their 3 soft skills. Ask the participants to share their screen to show their answers.

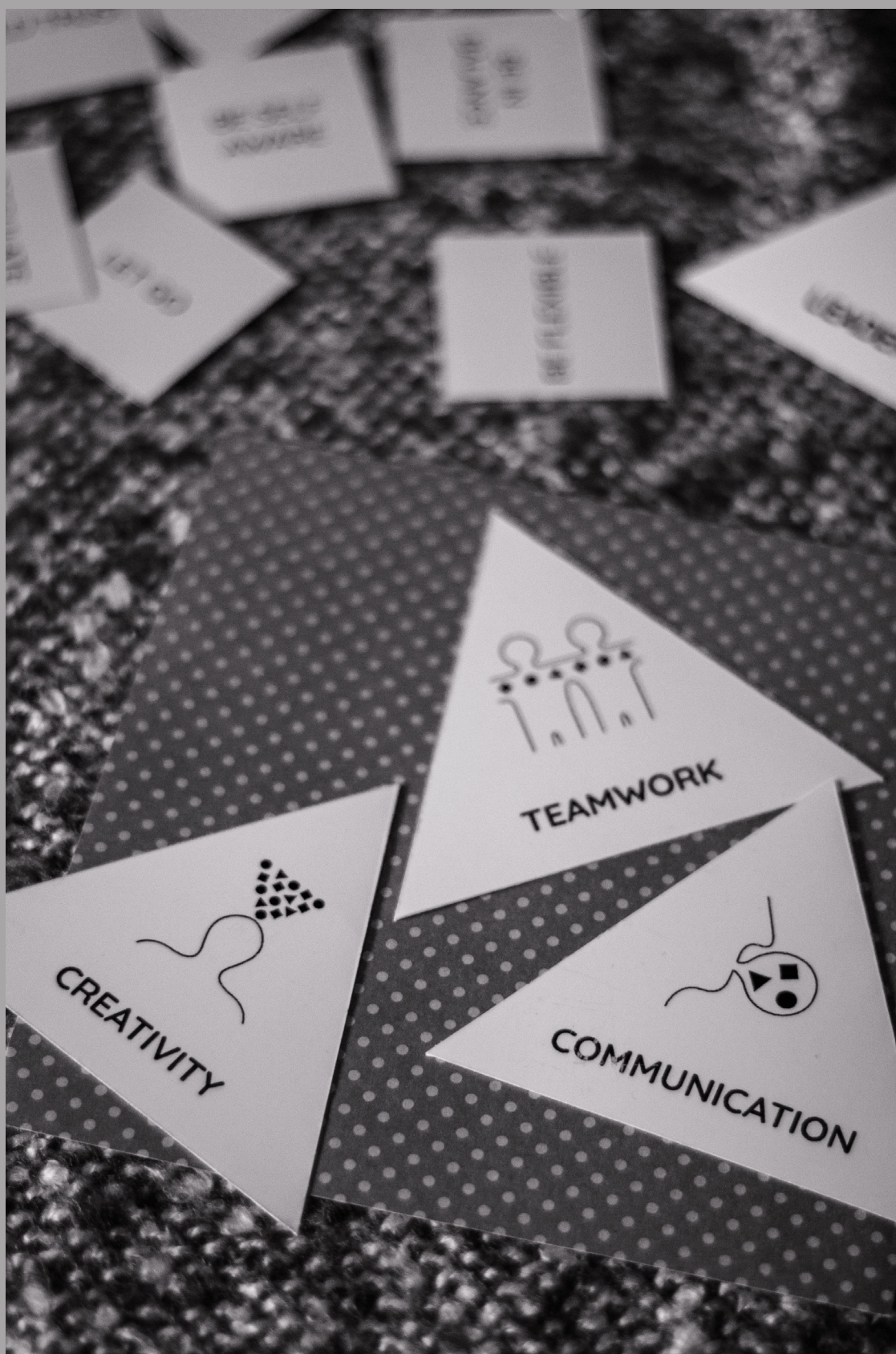
Create the squares together by reading them aloud one by one. When it comes to organizing the pieces, the same ideas apply as with the paper version.

Read the next sentence starter aloud. Ask the participants to write it down and answer by using the squares.

As more sentence starters come into play, ask the participants to use the feature of linking the squares. Due to this feature, it's not necessary to clean the table between the questions. As the Mapping Session progresses, the squares build a network.

For documenting the session, a screenshot at the end is sufficient, since it captures the result of the whole process.

Leave time for sharing in the group.



# CHAPTER NO 3 | BRIDGING

M—O—S—S

# BRIDGING

Bridging takes place after all the Mapping Sessions have been conducted. The purpose of bridging is to gather the information collected in the Mapping Sessions, and to guide the compilation of the content for a further training process.

The MOSS Embodied Soft Skills Training offers groups a direct 16 hours learning experience for improving their soft skills, using methods derived from social pedagogy, dialogical pedagogy, dance movement therapy, contemporary dance training and somatic bodywork. In the Soft Skills Training Handbook, you will find exercises that can be mixed and matched, depending on the needs of your participants and the soft skills they chose to focus on.

Bridging is the time to make decisions about which soft skills to address in the content of the Embodied Soft Skills Training. You can do it by using the Bridging Template that can be found in the annexure of this manual.

Identifying the 3 soft skills to focus on takes place by counting the number of times the members of the group, or the people related to them, have selected each of the soft skills. In the Embodied Soft Skills Training, the focus is on practising and developing the 3 soft skills that have been chosen most often during the Mapping Sessions. It's also worth paying attention to the abilities and qualities that were selected most often, and the topics that were raised from working with the sentence starters.

After the Mapping Sessions, you will have identified the soft skills that are the most important for your participants, and that's a great starting point for the work to follow. Check out the MOSS Embodied Soft Skills Training Handbook to find exercises and guidelines for designing your own version of the Embodied Soft Skills Training!

ANNEXURE

NO 1

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SOFT SKILLS

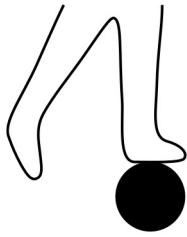
MAPPING TOOL

M—O—S—S





COMMUNICATION

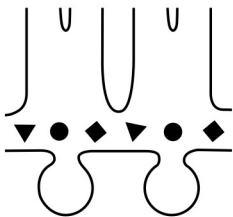


ADAPTABILITY

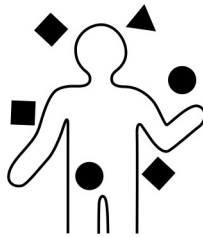
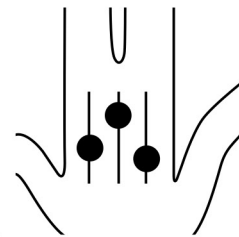


CREATIVITY

TEAMWORK



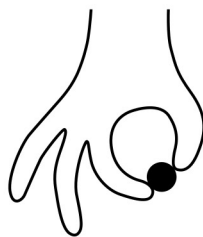
SELF-REGULATION



LEARNING ABILITY

FOCUS

ATTENTION AND



LEADERSHIP

soft skills

M—O—S—S

moving into soft skills

**Which 3  
of these 8  
Soft Skills  
would I like to  
improve?**

I am the most  
effective when I  
can use my  
abilities to...

I tend to get  
annoyed when  
I am not  
able to...

This is what I  
would like to  
learn better...

To make a  
change at my  
work I should...

I work the best  
in a team  
when I can...

**questions**

M—O—S—S

moving into soft skills

I enjoy  
my work  
when I...

I have good  
abilities to...

Professional  
qualities I admire  
most in other  
people in my field  
are...

To focus  
better  
I need to...

To be  
more creative  
I have to...

How does it  
feel to play  
this game?

**questions**

M—O—S—S

moving into soft skills

THINK  
CRITICALLY

MAKE  
DECISIONS

MAKE  
MISTAKES

GIVE AND  
RECEIVE  
FEEDBACK

SET  
BOUNDARIES

CONCENTRATE

BE FLEXIBLE

OBSERVE

LISTEN

MANAGE  
MY ENERGY

SET GOALS

INSPIRE AND  
BE INSPIRED

MANAGE  
MY TIME

TOLERATE  
UNCERTAINTY

COLLABORATE

BE EMPATHIC

SEARCH  
FOR NEW  
SOLUTIONS

REGULATE  
MY EMOTIONS

SLOW DOWN

BUILD TRUST



answers

M—O—S—S

moving into soft skills

BE SELF  
AWARE

BE SEEN

ACCEPT  
DIFFERENCES

NEGOTIATE

SOLVE  
PROBLEMS

SHARE

RELEASE  
TENSION

DEVELOP  
BETTER  
HABITS

BE IN  
BALANCE

BE  
RESPONSIBLE

COMMUNICATE  
CLEARLY

BE AWARE  
OF MY BODY

MANAGE  
CONFLICTS

LET GO

BE  
INCLUSIVE

LEARN

WORK WITH  
LIMITATIONS

SHAPE  
THE PROCESS

SENSE  
THE SPACE  
AROUND ME

TAKE RISKS



answers

M—O—S—S

moving into soft skills

$$\text{M}-\text{O}-\text{S}-\text{S}$$
$$\text{M}-\text{O}-\text{S}-\text{S}$$

ANNEXURE

NO 2

|

QUESTIONS FOR  
STAKEHOLDERS

M—O—S—S

**Which 3 of  
these 8 Soft Skills  
are the most  
important for this  
group to  
improve?**

This group is  
most effective  
when they...

This group  
enjoys their work  
when they can...

This group  
tends to get  
annoyed when  
they are not  
able to...

I would like this  
group to learn  
better...

Professional  
qualities I admire  
most in this group  
are...

**questions**

M—O—S—S

moving into soft skills



To support the  
work of this group  
I would change  
how they...

This group  
cooperates well  
when they...

To be more  
creative, this group  
should...

This group has  
few opportunities  
to learn to...

To focus better  
this group needs  
to...

How does it  
feel to play this  
game?

**questions**





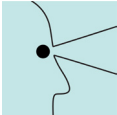

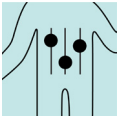
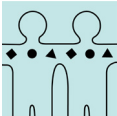
M—O—S—S

moving into soft skills

ANNEXURE  
NO 3  
|  
BRIDGING  
TEMPLATE

M—O—S—S

# BRIDGING TEMPLATE

		Group	Superior	Facilitator	Someone outside the group	Sum
	ADAPTATION					
	ATTENTION AND FOCUS					
	COMMUNICATION					
	CREATIVITY					
	LEADERSHIP					
	LEARNING ABILITY					
	SELF-REGULATION					
	TEAMWORK					
SQUARES WORTH ATTENTION						

# INSTRUCTIONS FOR BRIDGING

The Bridging Template is designed to help you put together the contents of the MOSS Embodied Soft Skills Training. See below for instructions and an example on how to fill in the Template.

## | IDENTIFYING THE 3 SKILLS






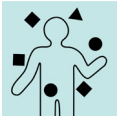
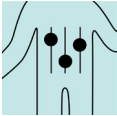
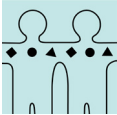
Fill in the results from all the Mapping Sessions you conducted for your group. Mark an X each time a soft skill was chosen. Underline the 3 skills that have the most mentions. Now you have identified the 3 soft skills you will be working on. For example, during the group Mapping Session, communication was mentioned 3 times, teamwork once, and creativity once. In the Mapping Session with superior, communication, teamwork and self-regulation turned out as the 3 most relevant soft skills. In your own reflection about the group, communication, teamwork and creativity seemed the most important soft skills. The sum is the amount of Xs on one row. In this example, communication, teamwork and creativity have the biggest number, and therefore they have been underlined to single them out (see the template below).

## | ORIENTING TOWARDS THE SOFT SKILLS TRAINING CONTENT

In addition to having identified the 3 soft skills to work on, you can let the squares inform you in choosing the exercises. Pay attention to the squares which either repeat themselves or stand out because they initiated a strong reaction. You can mark the squares that guide you towards certain topics.

Last, but not least, remember also to reflect on your preferences in teaching. What kind of exercises do you feel most comfortable with to offer to your group? Does your own training repertoire include exercises that would fit the chosen soft skills?

# EXAMPLE OF BRIDGING

		Group	Superior	Facilitator	Someone outside the group	Sum
	ADAPTATION					
	ATTENTION AND FOCUS					
	<u>COMMUNICATION</u>	XXX	X	X		5
	<u>CREATIVITY</u>	X		X		2
	LEADERSHIP					
	LEARNING ABILITY					
	SELF-REGULATION		X			1
	<u>TEAMWORK</u>	X	X	X		3
SQUARES WORTH ATTENTION		Make mistakes, observe	Listen	Build trust		

ANNEXURE

NO 4

|

SHORT

EXERCISES

M—O—S—S

## | BREATHE YOUR ARMS UP

This exercise intends to bring awareness to the breath and body. Sit or stand, and feel your feet on the ground. Pay attention to your breath without needing to change anything about it. Start lifting your arms as you breathe in and lower them down as you breathe out. Continue for 3 cycles of breath. Notice your state after this.

## | UP AND DOWN

This is a quick, refreshing movement, especially after sitting for a long time. Start from a standing position. Go down to the floor, all the way, to lie on your back, and then back to standing. Repeat a couple of times. Move slowly. Find the easiest possible pathway. Remember to feel everything and not to skip any body part. It may be difficult to do some parts of the movement, but pay attention to all details, which helps you to be aware of each part of your body. Use 3 dimensional pathways: twist your body, or explore how your arms can help to slow you down and make landing easier without touching the floor.

## | PAPER BALL

This exercise connects sound and movement and activates the senses. Take a piece of paper. Feel the surface with your palm and fingertips. Open your sense of touch. Slowly start to squeeze it in your hand. Listen to the sound and feel the sensation in your palm. Notice how your body reacts to it. Notice what your other hand is doing. Notice your breathing. Change something. Play with speed. Slowly open up to the sounds outside. Connect yourself to the outer world.

## | SHOULDER CIRCLES

Tight shoulders? Stand and make circles with your shoulders. We bet that you will stand straight and symmetrical. Right? And why? Change your position to an asymmetrical one, and then make circles with your shoulders. Change your position again, and keep it asymmetrical. Maybe twist your spine or tilt your head or pelvis. Make circles with your shoulders. Breathe and keep balance. Notice how this affects your nervous system.

## | TURNING AROUND YOUR AXIS

This is a very basic exercise from the martial arts. Stand comfortably, feet somewhat more apart than usual. Get a sense of your vertical middle axis: imagine it, feel it, and, if you have no idea where it is, don't worry, it's there anyway. Turn yourself to the left and right in a pleasant rhythm. Leave your arms swinging as you do the movement and let your whole self respond to the movement. Notice what you are doing. Can you breathe? Do you allow your knees to bend? Does your opposite heel lift or not? Do your elbows bend? Are you smiling?

## | RELAX YOUR EYES

This is priceless after a long day in front of the computer! This exercise teaches a quick way to relax and take care of your inner world, even on a busy day. Relax your hands by shaking them. Warm them up a bit. Now find the middle part of your hand, the metacarpus, which is the part aside from your palm, and put it on your eyes, as a compress. Let your palms cover your eyes in such a way that they take away all light. Let your eyes rest for a bit in the darkness. Loosen all the muscles in your eyes; let all the tension go. Do not close or tighten them. Just let them rest in the darkness. Take a deep breath and then move your palms away.

## | GROUNDING

This exercise about grounding on your sitting bones is derived from the Alexander Technique, and it helps to ground and slow yourself down. Sit on the edge of the chair. Sense your sitting bones. Roll on your sitting bones slightly, to the front and back. Try to do it with minimum effort in the belly, hips, spine, upper body, thighs. Remember to breathe freely.

## | BODY SCAN

A body scan allows you to check in with your body, settle your mind and notice what sensations and emotions are present. It can be done standing, sitting, lying down or even in a movement. Settle into a comfortable position. Take several long, deep breaths. Begin to shift your attention from outside to inside yourself. Closing your eyes might



help you to tune in to your body's sensations. Notice that breath creates sensations in your body. Perhaps you feel the breath moving inside the nostrils, or perhaps you can feel the breath in your chest or your belly. It is not important if you can name these sensations or not. Just allow yourself to feel the sensations as they happen.

Let your focus rest on any sensations you notice at the top of your head. Slowly travel down to your forehead. Continue towards your jaw, your chin, your neck, and your shoulders. Pause on each part, just to notice what is there. Bring your awareness to your upper arms, and down to your fingertips. Track sensations back up your arms and to your shoulders. Notice any sensations in your throat, and then your heart.

Follow the sensations in your chest, your abdomen, your stomach and your hips. Notice each part of your legs, all the way down to your ankles, your heels, and your toes.

Return your awareness to your breath. Be aware of your whole body at once, noticing if any particular parts call out for attention, or where sensations feel most vibrant, dynamic, or places where there is any lack of sensations. Then, when you are ready, open your eyes slowly.

As you did your body scan, what areas of activation, tension or calm did you notice? What other information did you receive when checking in with your body?

## | 3 CENTERS PRACTICE

This is one of many variations of body scans. While breathing, take around one minute to scan one area of the body. Start with scanning the head, which represents the thoughts and ideas. Continue to the gut, representing "gut feelings". And spend another minute focusing on your heart, which represents values and intentions. What do you sense there today? What is alive in you? What are the stories that want to express and share today?

## | BIRD GAZING

This can either be a very short exercise, or last many minutes, or even transition into another task. It works on dividing your attention into multiple simultaneous events and, at the same time, inspires you to

make decisions and find new solutions for which kinds of movements are possible, and to be aware of your limitations.

Start with sitting yourself into a comfortable position, so that you can be still effortlessly. Set your gaze to a fixed point not too far away, without focusing strongly, a relaxed and neutral fixed gaze. While maintaining the gaze towards the same place, slowly move your head around your eyes, so that the relaxed gaze is still neutral and to the same point. Move as fast or as slowly as you wish, all the while maintaining your gaze. Let your jaw relax and drop while you move.

Which other movements could you add and still keep your gaze on a point and your jaw relaxed? How can it be easier? How can it be softer? Is it possible to relax your attention? Is it possible to forget you're focusing your gaze?

Take the last few seconds to sit motionless, in stillness.

## | CHECKING YOUR BUBBLE

Take a moment to pay attention to your personal space, “your bubble”, and describe how you perceive it, what shape and density is it, how big is it, how permeable is it, does it have a colour, and so on. You don't have to change anything about it, just notice how it is.

## | PULSE OF LIFE

This exercise is adapted from the Paula Method, and it includes contracting and releasing muscles with sound. Inhale through your nose. With the exhalation, make a “shshsh” sound. Inhale again through your nose. Make “shshsh” with your lips as if you were about to kiss. With an inhale, release the lips. Continue this pattern until the end of the exercise.

With the next inhale squeeze your palms and feet. With exhale release. Repeat. Inhale through the nose and squeeze palms and feet, exhale making a “shshsh” sound and release your palms and feet at the same time. Do it as many times as feels good. Notice the details of these overlapping movement patterns.

## | FLYING GAZE

This is an exercise derived from the Alexander Technique and the Grinberg Method. Pay attention to your breathing and constantly remind yourself, or the participants, to breathe. Let your eyes wander around the space with no effort. When you feel you are ready, start to open and shut your mouth. Continue doing both tasks simultaneously. When ready, add opening and closing feet when inhaling and exhaling. Explore how it feels doing all 3 actions at the same time. Putting your mind's attention to different body parts and actions will help to ground your mind and embody your thinking.

## | MOVEMENT ESPRESSO

Take a movement espresso, whatever that means for you. What does your body need to do now to wake up? What kind of movement appears when you think of coffee? Maybe you want to jump? Do some shaking? Stretch a bit? Do whatever comes into your body and mind. When doing this with other people, you might ask them at the end of this exercise what kind of movement supported them. How can they support themselves through movement? This will help to increase the awareness of what their bodies need and what kind of movement is helpful to them in different situations.

## | 3 MINUTES RESET

This exercise comes from the legendary Contact Improvisation teacher, Nancy Stark Smith, and serves to bring your energy up. It suits the middle of a movement class. Otherwise, it needs a warning to take care of yourself and the participants, in order not to get hurt, especially if you are not warmed up yet. If you do this with other people, at first explain the exercise to them and then do it. Find a space, stretch your arms to check you have enough room around you. The whole exercise consists of 3 actions. Each action is done for 1 minute. Set your timer for 1 minute. Go!

Firstly, move very fast with your whole body, jump high, run on the spot, skip, squat, do push-ups, etc. Secondly, stay completely still, no movement allowed, except for the eyeballs. Thirdly, make a sound using your voice, hold one tune, change volume, change tunes, sing a melody, quietly, and then shout. Do not stop making sounds.

ANNEXURE

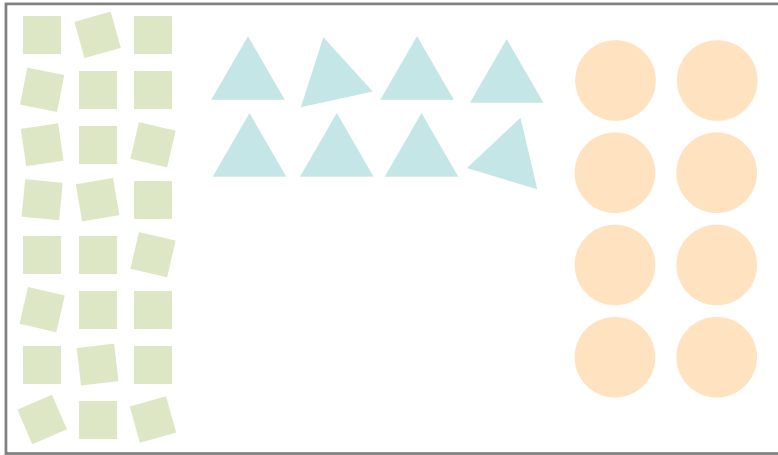
NO 5

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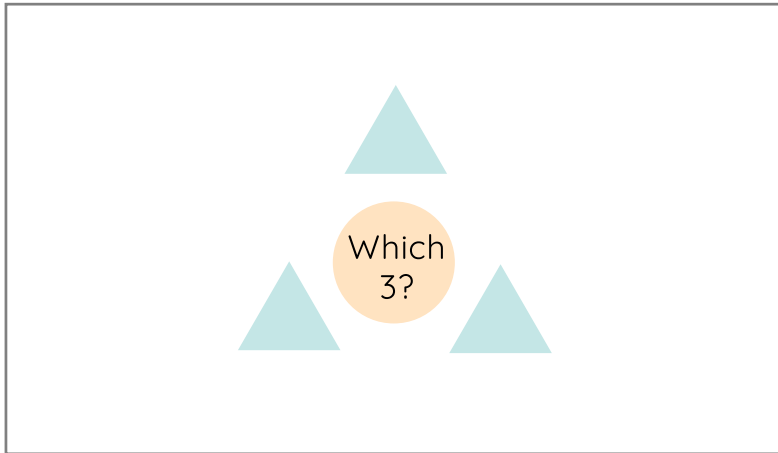
VISUAL SUMMARY  
OF MAPPING  
PROCESS

M—O—S—S

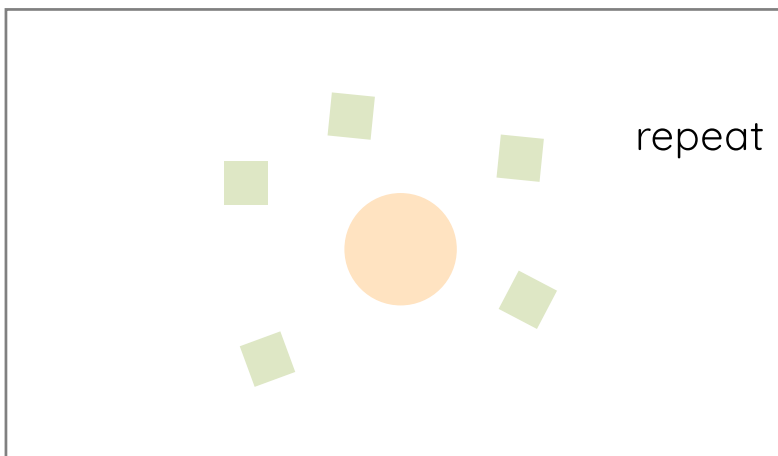
## SET THE MAPPING TABLE



### 1. QUESTION WITH SOFT SKILL TRIANGLES



### 2. FURTHER QUESTIONS WITH ANSWERS IN SQUARES



FOLLOW - How did you like it?  
- What will you take from this?  
- Next steps

Atmosphere  
+  
Supportive Questions  
+  
Space

The Soft Skills Mapping Tool is an intuitive and relaxed medium for exploring, reflecting and understanding soft skills and the effects of their presence or absence.

Identify the needs of a client, a team, a group or your own. What role do your soft skills play in your profession? What does a certain team, group or individual need, in terms of soft skills, for achieving their mission? These are only some of the questions that the Soft Skills Mapping Tool will help you to answer.

The Mapping Tool offers a process that can be used to understand which soft skills are the most important for a person's profession, to identify their strengths and opportunities for further development.

Although created with a facilitator in mind, who guides the process, the Mapping Tool can nonetheless be used for self-reflection.

Soft skills mapping can be a first step in a longer soft skills development process. Use it together with Embodied Soft Skills Training Handbook to prepare a training programme that will best benefit the participants!

M—O—S—S  
moving into soft skills

