Research Article

Adaptive soft-skills: Orientation course as an opportunity to develop social skills

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Orientation courses help pupils and students make the transition to higher education. The purpose of the courses is to allay fears associated with this situation. We aim to look at orientation courses as an opportunity for development, focusing on the development of the social competence of the participants. The aim is to identify and describe which social skills the orientation course develops. The research sample includes 46 students aged 15-16. The research design uses a mixed design, the main part of the research uses the Q-methodology technique, for which we use Q-factor analysis, which produces clusters of respondents based on a common factor. The research findings suggest that the orientation course environment offers an opportunity to develop empathy and social sensitivity to self and others, as well as the ability to diagnose and provide social support. The orientation course offers the potential for increased participant motivation, including motivation for further self-development. We refer to these skills as 'adaptive soft-skills'. Focusing on their development provides the basis for successful adaptation at the beginning of the student's studies and dispels social concerns.

Keywords: Orientation program, social skills, soft-skills, social competences

1. Introduction

The transition to secondary school is associated with significant changes that require a new or altered attitude on the part of the individual. The essence of change (successful change) is adaptation. According to Piaget (1999), adaptation occurs when the balance between (for example) the individual and the environment is disrupted. This adaptation, habituation, always takes place between several 'partners' , the basic assumption being that these 'partners' have different characteristics. In the process of adaptation, their task is to cope with the diversity of the other elements of the process. Smith (2006) identified three types of concerns: curricular, social and procedural. Let us put social fears at the centre of our concern; these are associated with the new collective to which the students come, and relate mainly to fears about new friends, bullying and fitting in.

Personal adjustment and social support are crucial for adaptation, especially in a situation of transition to a new school environment. In the following, we aim to describe which social skills are developed in pupils through the process of adaptation in the setting of an orientation course.

Orientation courses in their original form aim at the adaptation of adolescents who are transitioning to a higher level of the educational system; these are also interviewed in our research investigation. Across theories of individual development, the period of adolescence is seen as a challenging period full of searching for one's own identity. Erikson (2014) captures this period in the contrast of identity vs. role confusion. The search for identity takes place by defining oneself in relation to the familiar, the traditional, and the authority figure that carries it. Usually these are parents and teachers. Conversely, adolescents are more likely to cling to those who offer a relationship based on equality, democracy and acceptance. Usually these are peers, informal leaders, but it can also be teachers who are not concerned about their own authenticity to students. A teacher-pupil bond based on guidance and shaping (rather than just authority) can offer overlap to the pupil and lead to higher achievement in school (Krstić, 2015).

Thus, non directiveness, partnership and accompaniment can be the pillars that allow for a relationship with students that does not allow them to walk alone through the pressing questions of existence and uncertainty. An orientation course that sets up the functioning of relationships within the collective, but also with the class teacher, can help to form an appropriate and accepting environment during a challenging period.

The school collective occupies the role of a social space enabling the young person to experience positive experiences of belonging, recognition and achievement (Kaplanek, 2013). The sense of belonging to a collective is significant for the development of an adolescent, through which social roles are determined, and social interactions develop, which are the source of an individual's self-concept. If the individual passes through this period without difficulty, he or she moves on to adulthood, willing and able to accept the responsibilities of adult life with the acceptance of the obligations that it entails.

1.1. Orientation Courses and Their Development

Adaptation, adjustment or reconstruction, modification - according to the dictionary definition, synonyms helping to capture the essence of an orientation course. Its essence is to help adaptation, adjustment or adaptation to a new situation, which is usually experienced in the context we are considering by pupils and students when they move to a higher level of the educational system. It helps in coping with the changes related to the new environment, teaching style, relationships, getting used to the style of the new teachers - let us call this level the psychological level; the second level - the material level - includes changes in the environment, its layout, setting or the space as a whole (new building, city). In this paper, we focus mainly on the psychological effects of the orientation course; our interest is directed towards the development of social competence, so we will focus on the area of development of the social component of the individual (competence of the course participant, relational anchoring within the collective, etc.).

The original idea of orientation courses came to Czech education with the fall of the Iron Curtain and the way of working copies the foreign style of challenging and outdoor courses (Wilderness (Outdoor) Orientation Program). The transfer of the idea of orientation courses to the Czech environment is the work of the Lipnice Holiday School, whose lecturers developed a project of a specifically focused experiential course, which "is a deliberate intervention carried out to facilitate the first contact of all members of the emerging class collective, to start the process of mutual recognition, and thus to support the development of group dynamics of the emerging class". (Másilka & Zappe, 2007) In 1991, the first such course, Wake up and GO!. (Másilka & Zappe, 2007). The authors of the course decided to imprint the following objectives on the course:

The general ones include a) to influence the area of self-concept, b) to discover the meaning of the group, and c) to rediscover the importance of family relationships.

The specific ones include a) to recognise the group-individual (role) interdependence, b) to develop creative interaction within the group, c) to deepen social sensitivity, d) to identify (accept) oneself sexually and to establish appropriate relationships with both sexes in the group, and e) to induce a corrective experience and build new bridges (Hanuš, 2004).

The original focus of the orientation courses not only carries elements of adaptation of the pupil, but also a direction towards the development of the pupil's personality, including an emphasis on topics that are important in the life period under consideration. When compared to the goals of orientation courses, which were analysed almost 30 years later by Jirasek (2019) among course implementers, this emphasis is missing. According to this analysis, the orientation course:

➢ Ensures familiarity and a very good understanding of all individuals;
➢ Integrates each member into the group and strengthens team cohesion;
➢ Ensures understanding of each other;
➢ Teaches the participants to work together;
➢ Reveals the abilities and skills of the individual and the group;
➢ Enables the individual to find his/her place in the group;
➢ Trains in teamwork skills;

➢ Enables the development of group roles;
➢ Enhances effective communication;
➢ Facilitates the holistic development of learners;
➢ Prevents the occurrence of social pathologies ("bullying, criminality, alcoholism, racism, ...");
➢ Enables the teacher to gain a better overview of the functioning of the classroom (Jirásek, 2019).

A closer comparison of the objectives of the 1991 orientation courses and the objectives stated by Jirásek shows a shift from a focus primarily on the group, the role of the individual in the group and working with the self-concept of the individual pupil to the person of the teacher and, at the same time, the development of specific soft-skills (communication skills, teamwork skills). All of these areas are aimed at influencing personal characteristics, and these changes are usually the subject of longer-term effects on the individual. In this context, another change that the concept of orientation courses has undergone is not to be overlooked; the original set-up, as it was called the GO! course, worked with a course length of 12 days, today's form is around 3 days. The question then remains whether the concept of course objectives in the current setting is too ambitious.

1.2. Social Competence

Social psychology uses several terms to refer to an individual's ability to establish and maintain social contact across situations. In the field of pedagogy, the term social competence has taken hold, but the other terms offer broader implications that we feel are worth clarifying.

Psychology operates with competence as a construct, a predictor of success in a certain situation (Klieme et al., 2010). In the case of social competence, therefore, as a predictor of success in the area of social connections. The basic notion of social competence is identical in both sciences, pedagogy and psychology; it can be captured as effectiveness in social interactions (Rose-Krasnor, 1997). Argyle (1967) uses not only the concept of social competence, but also social dexterity, which is defined as the skill that is used to advance one's interests in social interaction - this can be captured through discerning the processes that take place against the background of two people interacting. Social competence in this case can be seen in two dimensions:

a) the perceptual plane (social perception) - this is the plane of perception, the adequacy of the image that persons form of each other,

b) the action plane (social technique) - the plane of action, which is manifested by the technique chosen in a given situation. The technique is based on motivation, on what the person wants to achieve in the other.

The equation between the two levels cannot be simplified to "if A, then B"; that is, if we perceive the situation adequately, we also act adequately, because the human psyche has complex processes that influence the individual's response to a stimulus. However, even if the correct judgment is in the realm of perception, the use of social technique may not produce the desired effect (due to introversion vs. extroversion, intelligence maturity, etc.).

1.3. Emotional Intelligence, Inter- and intrapersonal Intelligence

The concept of emotional intelligence originates from the theory of multiple intelligences. In this theory, Gardner describes seven basic forms of intelligence. Following Gardner's description of interpersonal and intrapersonal intelligence, Salovey and Mayer (1990) formulate the concept of "emotional intelligence" consisting of five dimensions: 1) Knowledge of one's own emotions, 2) Control of one's own emotions, 3) Self-motivation, 4) Sensitivity to other people's emotions – empathy, and 5) The art of interpersonal relationships.

Salovey and Mayer, who first used the term emotional intelligence, defined it as "a component of social intelligence that includes the ability to observe one's own and others' feelings and emotions, to discriminate among them, and to use this information in one's thinking and actions" (Shapiro, 1998).

In addition to the concept of emotional intelligence, in social psychology we also encounter the concepts introduced by Gardner, i.e. interpersonal and intrapersonal intelligence. What is described by the above mentioned authors as emotional intelligence or interpersonal intelligence

Gardner (1999) describes in two terms. By interpersonal intelligence Gardner means the ability or capacity to notice other people, their feelings, moods and to choose one's behaviour and actions accordingly. In its definition, interpersonal intelligence is de facto identical to the concept of social intelligence: "The bottom line is that a person can consistently and voluntarily get others to do the things he or she wants them to do, and even likes doing them." (Bureau of Personnel Administration, 1930). From the definition, a manipulative tendency in behaviour is evident. As does Weinstein's (1969) definition that "social intelligence consists in the ability to manipulate the reactions of others."

These definitions shift the meaning of the capacity for empathy toward manipulation. Like Argyle's (1967) conception, in which dexterity in social interaction is defined as skill used to advance one's interests, these conceptions are debatable. The ability to empathize and perceive our social environment (the perceptual level) is itself undoubtedly positive. What is debatable here is the application of the aforementioned action plane - for what purpose/with what motivation the information obtained is used by the participant in the interaction.

Intrapersonal intelligence is characterized by sensitivity to the processes within the self. Thus, it is characterized by knowledge of one's own emotions, control of one's own emotions, and the ability to self-motivate (an example would be the ability to distinguish between likes and dislikes) (Gardner, 1999). The basic principle is the ability to distinguish one's own emotions and behaviours while being able to control them. Through this skill, we as thinking beings are able to self-reflect, that is, evaluate our own behaviour and set changes in it. Thus, we perceive social competence as a behaviour whose ambition is to achieve predetermined goals in the process of interpersonal interaction. This competence is the result of the emotional charge of the situation directed by thinking.

In sum, the personal and social accent is not emphasized in the Czech concept of courses, so the inspiration can be foreign concepts (e.g. Gass et al., 2003; Wolfe & Kay, 2011). In the Czech publications, the focus on the social context of the orientation course (i.e. social competence) is mainly found in works of Žák (2012) and Másilka (2006) or the work of Kalkusová (2020). Our research interest is aimed at deepening our understanding of the impact of orientation courses, with a focus on the social skills developed by these courses.

In relation to the above, the main objective is to identify and describe the social skills developed by an orientation course. We follow the formulation of the objective with research questions:

RQ 1) What are the skills used in the process of a student's adaptation to a new collective that an orientation course develops?

RQ 2) Which personal and social characteristics does the orientation course have the potential to develop?

RQ 3) What social skills do pupils use in the adaptation process?

2. Methodology

2.1. Research Design

The design of the study is summarized in Figure 1. In Phase I of the research (which is not the subject of this study), we conducted an in-depth probe among the participants of the orientation courses (students, teachers, organizers); a specific research instrument was chosen for each group. Phase II of the research followed the previous phase - the outputs of the interviews and questionnaire survey were used to formulate the Q-types.

Figure 1
Research design
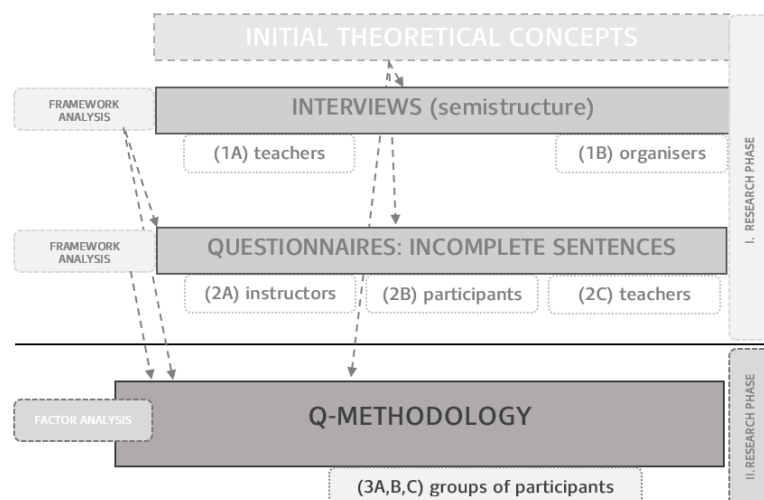
2.2. Q-methodology - Introduction of the Research Instrument

By conducting Phase I of the research and identifying the basic outcomes of the orientation courses from the perspective of the participants and the teachers and instructors, we gained sufficient insight into the communicative discourse of the research participants.

In the Q-methodology, we use an in-depth understanding of the research participant's experience, which we capture through the values assigned to the utterances; this then enables the implementation of such an investigation with statistical data processing. The principle of Q-methodology is to classify statements (Q-types) according to a predetermined criterion and distribution. Based on the position of the Q-type in the distribution, the statement is assigned a value (in our case from -5 to +5), which makes statistical analysis possible. Q-types were distributed in a normal distribution in our research investigation.

The formulation of the Q-types was preceded by work with communicative audition (Zagata, 2008), i.e. the intersection of the participants' social discourses (Kocmánková Menšíková, 2011). During the formulation of the Q-types, we made the claim that "statements should be constructed from different perspectives and should cover as many sub-issues within the topic as possible so that participants can truly express their views." (Coogan & Herrington, 2011, p. 24) For this reason, several types of sources became the starting point for the formulation of the Q-types: 1) Study of literature and conducted research, 2) Interviews, 3) Group interview, and 4) Questionnaire survey using the incomplete sentence technique.

2.3. Research Sample

The main part of the research investigation used q-methodology technique. The groups of respondents are as follows:

Higher Vocational School of Health and Secondary School of Health, Alšovo nábřeží, Prague (hereinafter referred to as VSH and SSH Praha) (3A) - 14 women, 4 men; Secondary Polytechnic School České Budějovice (hereinafter referred to as SPS CB) (3B) - 7 women, 2 men; Secondary Medical School and Higher Vocational Medical School Zlín (hereinafter reffered as SMS and HVMS Zlin) (3C) - 18 women, 1 man. In total, 46 respondents were included in the research survey, divided into three sub-samples. Potential respondents included participants of orientation courses in the school year 2019/2020 and 2020/2021, the orientation course was at least a 3-day course conducted by an external organization holding a Certificate of Professional Competence for providers of school-based primary prevention of risky behaviour programs and also actively working in this field. An important criterion was also the professional-methodological guarantee

of this area by a tribal employee of the organisation. The distribution of the questionnaire was carried out through representatives of the organisations.

2.4. Data Analysis Methods: Q-factor Analysis

Based on the performed Q-sort, we obtained data of numerical nature. Our ambition is to use the data to describe the social skills developed by the orientation course. This involves a process of certain data reduction and clustering, forming groups according to certain similarities. This process is carried out by Q-factor analysis.

5.4.1. Q-factor analysis

In the 1930s, William Stephenson proposed an innovation of R-factor analysis by reversing the correlated items. While R-factor analysis produces correlations of questionnaire items, Q-factor analysis produces clusters of similarly matched respondents; thus, certain currents of thought within a set of respondents can be formulated. The starting point of Q-factor analysis and its approach is found in the ideas of symbolic interactionism. The respondent interacts with a statement on the basis of the meaning that he or she ascribes to it. He thus places the statement in a predetermined distribution, thereby expressing this meaning. Our approach relies primarily on exploiting the subjectivity imprinted on the data by the respondent through the process of sorting Q-types.

Q-factor analysis was applied in the following steps.

Assessment of the suitability of the data. The structure of the factor analysis procedure first requires an assessment of the suitability of the data for factor analysis. We mention here four characteristics that we used to assess the suitability of the data:

> ➢ Type of data: it is ordinal data
> ➢ Data Adequacy Test: Kaiser-Meyer-Olkin Test of Sampling Adequacy - The adequacy of the data for factor analysis is reported to be 0.5 (e.g., Beavers et al., 2013; Dziuban & Shirley, 1974).
> ➢ Testing the null hypothesis: the Bartlett test of sphericity - this is a test of the null hypothesis. If the test comes out statistically significant (<.05) it is possible to reject this hypothesis, the correlations are non-zero and the data are suitable for factor analysis.
> ➢ Number of cases - According to Thompson (2004), the factor loadings that should be greater than 0.6 are the determinants, so sample size is not considered significant. With regard to the use of Q-factor analysis, we follow the approach described by Thompson. In using Q-factor analysis, a sample that reflects the variety and diversity that Q-factor analysis allows to be captured is desirable (Stainton Rogers, 1995). A smaller sample that has direct experience of the area of interest is sufficient.

By forming factors, we have achieved a reduction of the original data that retains the substance and structure of the original data. Thus, the original relationships between variables are also preserved. In our work, the principle of exploratory factor analysis was used to analyse the data obtained from the Q-methodology classification.

The application of Q-factor analysis to our data was done separately on each group of respondents. For each group separately, we performed all the steps of the process, which we describe below.

1. Data cleaning - those classifications were removed from the data set where the responses were incomplete and showed an error on the respondent's side.

2. Data transposition - by performing transposition of respondents and items (statement classifications), correlation of items (statement classifications), not persons, was ensured.

3. Adequacy test (KMO), null hypothesis test (Bartlett's test)

Table 1
Values of the KMO Adequacy Test and Bartlett's Sphericity Test (VSH and SSH Praha, 3A)

KMO Measure of Sampling Adequacy	.54
Bartlett's Test of Sphericity	
Approx. Chi-Square	297.85
df	153
Sig.	.00

Table 2
Values of KMO adequacy test and Bartlett's test of sphericity (SPS CB, 3B)

KMO Measure of Sampling Adequacy	.54
Bartlett's Test of Sphericity	
Approx. Chi-Square	47.53
df	36
Sig.	.09

Table 3
Values of the KMO Adequacy Test and Bartlett's Sphericity Test (SMS and HVMS Zlin 3C)

KMO Measure of Sampling Adequacy	.62
Bartlett's Test of Sphericity	
Approx. Chi-Square	371.15
df	171
Sig.	.00

Factor extraction (finding). Factor extraction is the first of the three steps of factor analysis. It was carried out using principal component analysis [PCA]. The result of the PCA method is a table of eigenvalues showing the proportion of variance that has been extracted. This step helped to determine the final number of factors (Rabušic et al., 2019).

To find the optimal number of factors, we used the "Scree Plot". An abrupt transition from a sharp decline to a very moderate one is crucial to determine the appropriate number of factors.

The numbers of factors considered for analysis are highlighted in bold in the Total Variance Explained table by respondent group (explaining at least 50% of the total variance). In addition, we include in the analysis factors that are saturated with at least 2 items.

Table 4
Total Variance Explained: VSH and SSH Praha (3A)

	Component						
	1	*2*	*3*	*4*	*5*	*6*	*7*
Initial Eigenvalues							
Total	4.001	2.433	1.746	1.551	1.408	1.318	1.083
% of variance	22.229	13.514	9.699	8.618	7.82	7.323	6.019
Cumulative	22.229	35.742	45.442	54.06	61.879	69.202	75.221
Extraction Sums of Squared Loadings							
Total	4.001	2.433	1.746	1.551	1.408	1.318	1.083
% of variance	22.229	13.514	9.699	8.618	7.82	7.323	6.019
Cumulative	22.229	35.742	45.442	54.06	61.879	69.202	75.221
Rotation Sums of Squared Loadings							
Total	3.473	2.23	1.84	1.829	1.511	1.462	1.194
% of variance	19.296	12.389	10.22	10.16	8.397	8.124	6.634
Cumulative	19.296	31.686	41.906	52.066	60.463	68.587	75.221

Note. Extraction Method: Principal Component Analysis.

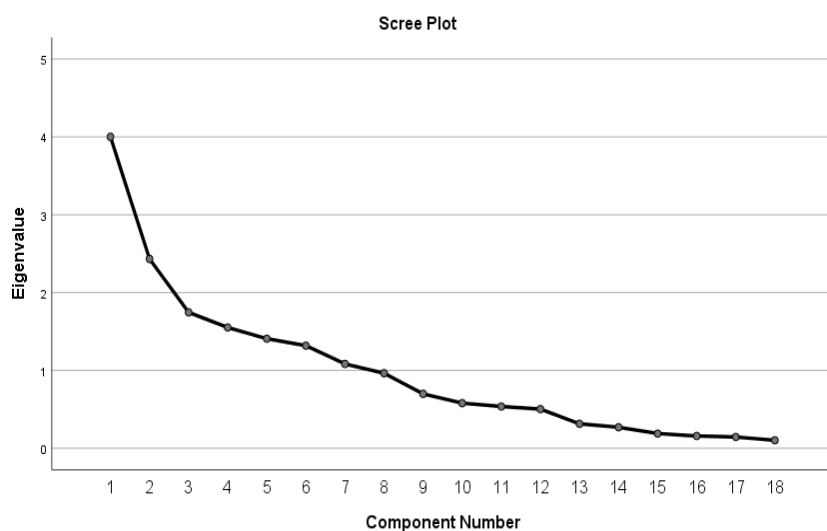Figure 2
Scree plot – VSH and SSH Praha (3A)

Table 5
Total Variance Explained: VSH and SSH Praha (3A)

	Component			
	1	2	3	4
Initial Eigenvalues				
Total	1.897	1.594	1.578	1.004
% of variance	21.083	17.709	17.538	11.154
Cumulative	21.083	38.792	56.331	67.485
Extraction Sums of Squared Loadings				
Total	1.897	1.594	1.578	1.004
% of variance	21.083	17.709	17.538	11.154
Cumulative	21.083	38.792	56.331	67.485
Rotation Sums of Squared Loadings				
Total	1.599	1.574	1.474	1.426
% of variance	17.766	17.492	16.378	15.848
Cumulative	17.766	35.258	51.636	67.485

Note. Extraction Method: Principal Component Analysis.
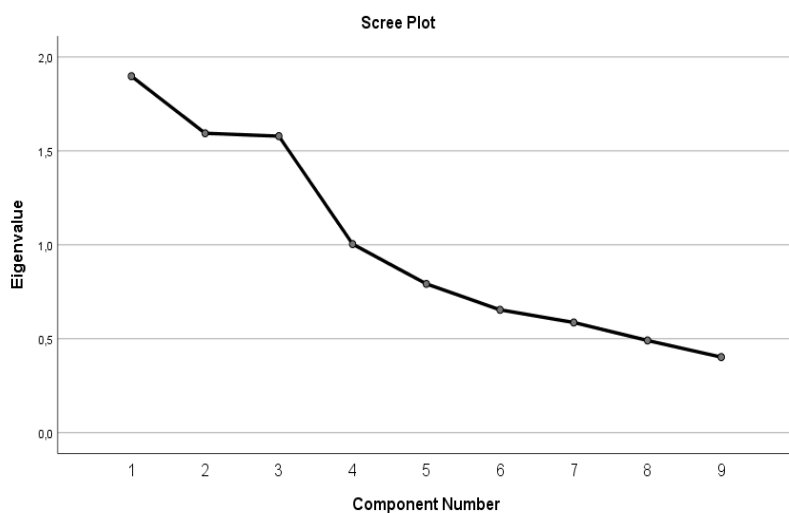
Figure 3
Scree plot – SPS CB (3B)

Table 6
Total Variance Explained: SMS and HVMS Zlin (3C)

	Component					
	1	*2*	*3*	*4*	*5*	*6*
Initial Eigenvalues						
Total	5.69	2.285	1.798	1.291	1.189	1.074
% of variance	29.947	12.026	9.465	6.793	6.257	5.654
Cumulative	29.947	41.973	51.438	58.232	64.489	70.143
Extraction Sums of Squared Loadings						
Total	5.69	2.285	1.798	1.291	1.189	1.074
% of variance	29.947	12.026	9.465	6.793	6.257	5.654
Cumulative	29.947	41.973	51.438	58.232	64.489	70.143
Rotation Sums of Squared Loadings						
Total	4.369	2.11	1.991	1.91	1.615	1.332
% of variance	22.993	11.104	10.481	10.055	8.5	7.01
Cumulative	22.993	34.097	44.578	54.632	63.132	70.143

Note. Extraction Method: Principal Component Analysis.

Figure 4
Scree plot – SMS and HVMS Zlin (3C)
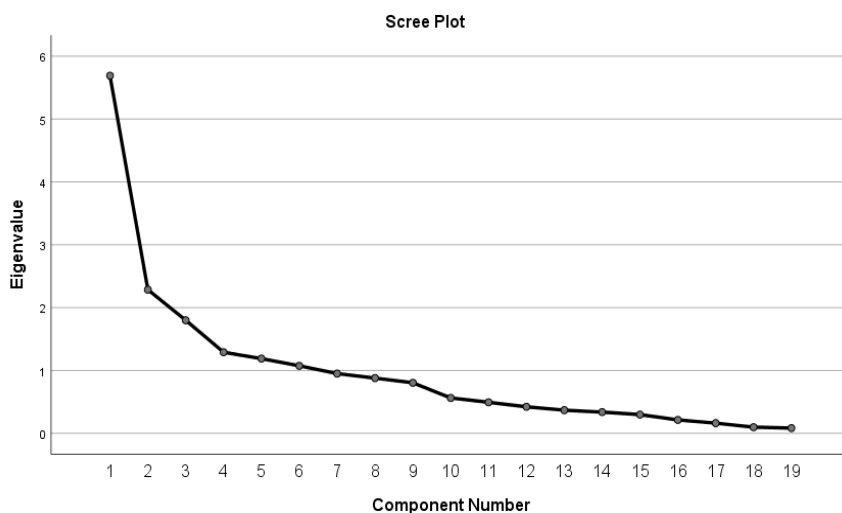
Naming factors. The obtained values of the correlation coefficients show the degree of saturation of the factor. For the subsequent analysis, in our case, values >= .5 were considered as significant factor loadings (Škaloudová, 2010).

We decided to use the rotation of the factors mainly for easier interpretation of the factors. The rotation process adjusts the display of the factor loadings so that they better fit one of the factors. Based on the display of different rotation methods, we finally used Varimax rotation – an orthogonal (rectangular) rotation method "minimizes the number of variables that have high loadings with each common factor. It can be referred to as a method of simplifying factors. (…) This method tends not to create one general factor." (Škaloudová, 2010)

6. Results

With the use of statistical procedures and procedures, we obtained the basis for the final analysis of the research. We display the research results using so-called personas, which help us capture the nuances of influence.

The description of the results contains: a description of the results based on the data from the rotated component matrix and the basic themes that result from this. Based on the description, we form a persona. We further connect the individual personas with the three basic levels of the

TRIAD theory (Driskell et al., 2017) (tendencies: sociability, performance orientation, dominance) and find a connection with the roles formulated in the theory.

The following text presents the factors identified for individual groups of respondents connected with social skills.

6.1. VSH and SSH Praha (3A)

Within the research sample from SOŠ and SZŠ Alšovo nábřeží, four personas were created. All factors have a high factor loading >±0.720. So they can be considered strong and distinctive.

Table 7
Rotated Component Matrix: VSH and SSH Praha

Participant number	1 Empathetic Elena	2 Diagnostician Daniel	3 Enthusiastic Natalie	4 Introvert Ivan
r_10	.829			
r_16	.786			
r_7	.785			
r_3	.757			
r_9	.729			
r_5		.848		
r_14		.798		
r_13		.588	-.320	
r_11			.826	
r_17			.777	
r_2		.428	.544	
r_12				.729
r_8				−.726
r_6		.334		.549
r_18				
r_15				
r_1	−.340			
r_4	.357			−.380

6.1.1. Persona 1: Empathetic Elena

For Elena, empathy is a distinctive feature, she knows how to establish relationships with classmates, in whom she can recognize what they are good at, what they excel at, she can trace the roles that are suitable for her classmates, or rather, that they hold in the team. She can recognize both the aspiring team leader and the outsider. She can focus not only on her classmates as individuals, but she is also able to sense the limits that the class has as a collective. She acts as a dedicated, loyal member of the collective - she understands what is appropriate within the collective, she is devoted to authority (formal and informal). She is in a more submissive, observing role in the classroom. She is afraid to express herself and be more open to her classmates, she is not sure of herself and does not believe in what she might be good at.

From the point of view of the TRIAD theory, we would classify Elena as a person with low dominance, rather higher sociability and average task orientation. The cluster would include social roles such as those that try to maintain long-standing relationships and mediate disagreements. Her tendency towards low dominance can also lead to the cluster of the follower role, characterized by passiveness in listening and agreeing with the more active ones.

The element that we perceive in Elena based on the orientation course as the most developed is empathy. Empathy is one of the dimensions of social competence for Albrecht (2005). Salovey and Mayer (1990), and Shapiro (1998) consider it a part of social intelligence. In the functionality of the class collective, the ability to be sensitive to others is an important pillar facilitating and supporting mutual cooperation and finding appropriate ways in communication within the group or in solving problems.

In the case of the persona named Elena, we present the participant of the orientation course, who the orientation course helped to develop the skill of sensitivity towards other members of the class collective, their needs, skills, abilities. Pupils like Elena are important in the structure of the class collective, she brings to the collective an understanding for those who would socially fail among the more prominent in the collective. They are therefore a chance for those who need support in the team.

6.1.2. Persona 2: Diagnostician Daniel

Let's imagine Daniel as a relatively active member of the class who likes to work in a group. Daniel would probably be extroverted. An essential characteristic of Daniel is a certain sensitivity, which can help those who are less expressive or outsiders. He can be a support for them in the class team. Although Daniel is good at diagnosing class boundaries, there is a certain degree of insecurity. He does not feel fully respected and accepted in the team. He is not sufficiently aware of his limits, has no desire to work on himself and lacks a sense of freedom in a team. Perhaps precisely because of his reluctance to work on himself, he can appear to others as someone without self-reflection and self-regulation.

In Daniel's profile, high sociability showing a focus on the group and relationships is evident, average dominance (he likes to work in a group, but when needed he knows who he can turn to for advice and be guided), in the level of focus on the task we would They ranked Daniel as a rather higher than average value. According to the TRIAD theory, it would belong to the coordinator cluster.

The given description of the persona captures an extroverted individual, i.e. a member of a class collective who is focused on the outside world, on contact with other people. The typology of extraversion and introversion, a spectrum of two opposing ways of experiencing the world, is formulated by Jung (2014). The basic idea of this division is the orientation of the individual towards the external (for an extrovert) or internal (for an introvert) world.

Pupils similar to Daniel's persona lack space for self-reflection and retrospection of their own actions. To complete the orientation course, these students are at the beginning of a new period, which, if properly understood, can help them work with this limit. Educators should thus be aware of the limits that their students may discover through the orientation course, so that they are then ready to react to them. However, the reaction in the above sense is directed towards the systematic development of the student's personality, rather than the exclusive focus on mastering the subject matter.

6.2. Results: SPS CB (3B)

The research sample of the Polytechnic High School, just like the previous sample, shows high factor loadings >.720.

Table 8
Rotated Component Matrix: SPS CB (3B)

Participant number	5 Leader Lucas	6 Follower Frank	7 Supporting Stephan
r_30	.776		
r_26	.730		
r_20		.789	
r_24		.786	
r_21			.759
r_22	-.380		.728
r_23		.446	.521
r_27			
r_19	.461		

6.2.1. Persona 7: Supporting Stephan

A distinctive characteristic of Stephan is the support he provides above all to the team, although he probably does not need a team and a large number of people to survive by himself. For him, supporting the group is stepping out of the comfort of his space, but it expresses his trust in the team and enriches the team at the same time. In the moments of stepping up to meet the collective, he becomes a very necessary member of the collective (sometimes perhaps not fully appreciated). Let's imagine him as a receptive member who performs tasks aimed at fulfilling the goal. With his profile, he completes the mosaic of group roles and is the one without whom a leader could not be a leader. From the point of view of the TRIAD theory, Stephan belongs to persons with high task orientation, average social score and low dominance. Low dominance refers to the fact that he has no need to stand out or influence what is happening. Rather, he will be a quieter companion who fulfils the tasks of a leading member, however, for the functioning of the team, this role is irreplaceable with his loyalty and honesty. Stephan therefore belongs to the Team worker Support cluster (i.e. supporting team workers). In the team, he is the one who helps planning, supports the teamwork process with preparation, prepares outputs, summarizes the events. In terms of its characteristics, it is close to the role of Problem Solver, but it is characterized by a higher degree of dominance.

According to McCann and Margerison's (1985) team management profile, Stephan is a practical introvert with a tendency towards analytical decision-making and a more structured way of organizing himself and others.

The main characteristic that we formulated in Stephan´s profile is his ability to support. In the context of the class collective, social support is one of the important elements, some authors (e.g. Duru, 2008) identify this ability as crucial for adapting to the school environment. Social support is one of the coping strategies, i.e. strategies that help manage stress. Supportive behaviour characterized by caring for others conveys a given individual a sense of value or importance in the eyes of others (Sarason & Sarason, 2006). Having value in the eyes of the other person is the basis of forming healthy relationships, and this is exactly what the idea of orientation courses is aimed at.

6.3. Results: SMS and HVMS Zlin (3C)

The third group of respondents from SZŠ and VOŠ Zlín shows lower factor charges, but still at a high level of >±0.650. The strongest factor of the entire sample is persona 8, i.e. the social factor.

Table 9
Rotated Component Matrix: SMS and HVMS Zlin (3C)

Participant number	8 Socially sensitive Simon	9 Evolving Emily	10 Group-solitaire Sam
r_32	.832		
r_99	.744		
r_70	.732		
r_91	.695		
r_105	.671		
r_56	.655		
r_103	.595	.415	.374
r_50	.512		
r_34		.687	
r_84		-.686	
r_43	.485	.583	.436
r_106		-.509	
r_79			.732
r_37			.710
r_98	.477		.524
r_93			

Table 9 continued
r_54
r_41
r_71

6.3.1. Persona 8: Socially sensitive Simon

Simon´s persona is fuelled by the strongest foundation (six classifications with a correlation coefficient value >.65), so this persona can rightly be considered as the one that refers to the primary output of the research. The persona of Simon hides the most strongly resounding theme of trust in others. Primarily, it is trust in the team and fellow students, in established relationships, mutual cooperation, knowledge of limits. In relation to the collective, the ability to diagnose group roles is also present in Simon's persona, which refers to a certain degree of empathy. We consider it particularly important to mention the level of establishing trust towards the teacher, including the communication component of the relationship and seeking support from the teacher. The persona also hides the reverse face of the missing accent on the personality component. While we see significant development of his social skills, the level of personal development remains lacking. Participants of the Simon type do not have a tendency to work on themselves, their ability to solve problems or their ability to accept criticism.

In the relational level we can identify three levels of relationships in which social-sensitive tendencies can manifest themselves. The first, the most noticeable level in the context of the orientation course, is the level of the student-student relationship. The development of the level of the relationship between two individuals - pupils is manifested primarily in the formation of friendship and the recognition of the personalities of individual classmates, which helps the given pupil in being able to identify trustworthy personalities, or, conversely, those pupils who need support or aspire to one of the more or less popular group roles. These are skills whose identification usually takes weeks to months in collectives. If the students are able to do this analysis as a result of the several-day program, then this is evidence of the acceleration of group processes.

The second level is the student's relationship with the team. The different personalities that make up the collective, the diversity can also be a source of complications and problems at times when different views are fragmented and there are quarrels or disagreements. The task of the orientation course should be, and apparently based on the research results it is, preparing the individual, the student, for problems in the collective. Through individual relationships between students, students are then able to recognize the appropriateness of solving a problem and choose those from the team who are able to resolve an argument or find a suitable solution to the situation).

The third level is the level of the student-teacher relationship. The teacher is the formal guide in the class group, he is an authority and often a support for the students (he should be). The orientation course is usually perceived as intended for the students and the team, however, based on the results, it is evident that the relationship with the teacher is also essential for the students. First of all, it is about the level of communication, where the students positively evaluate the opportunity to know what the teacher is like in communication and that the course helped them establish trust in the teacher. The teacher's role in the class team can be a support in a situation where students need to turn to someone with a problem.

6.3.2. Persona 9: Evolving Emily

The personality of each student and teacher affects the cohesion of the collective and the climate within it. In its primary purpose, the orientation course emphasizes the collective and the cohesion of the group as a whole, the personality of the individual members of the collective remains in the background (we have already drawn attention to this fact several times above). Nevertheless, it is not an area that should remain neglected. The Evolving Emily´s Persona represents those students for whom the orientation course is a tool for developing their own personality. So let's imagine

Emily as a personality who combines the discovery of the personal dimension of the course in working on her empathy, sensitivity, and self-confidence. In addition to the ever-present social component represented in the development of the ability to establish friendships, the orientation course develops Emily in sensitivity - in respect for others, in receptivity towards them. A separate area is that, thanks to the orientation course, she began to trust herself more. Self-confidence is also manifested through the emotional component - through the orientation course, she is able to behave in the collective as she feels and learned to direct her emotions. The component that, on the other hand, remains behind is in the diagnosis of classmates.

We identified the readiness to develop and work on oneself as the primary feature of Emily. The readiness to work on oneself means ambition, a moment of wanting, having goals. Behind the motivation, the tendency to develop, the natural desire of a person for self-realization is hidden. A. Maslow (1958) talks about self-realization as the highest human need, defining it as "the desire to become more and more what one is, to become everything that a person can become." At the same time, Maslow adds that the tendency towards this need presupposes "the satisfaction of physiological needs, the need for safety, love and respect".

7. Discussion and Conclusion

In the field of social skills, based on the research carried out, we can state that their development is taking place. The most prominent ability that intertwines with the described personas is the ability of empathy and social sensitivity – towards oneself and the environment, which we personify in Persona 8: Socially sensitive Simon and Persona 1: Empathetic Elena. The ability of social sensitivity is the basis of interpersonal interaction, i.e. that which takes place in the class collective and is especially important during the formation of relationships and the collective. With the support of the research carried out, this skill can be described as basic for the beginning of the formation of the class collective, this is also confirmed by the values of the correlation coefficients in the case of both persons. However, due to the absence of a longer monitored period, it is not possible to determine the development of the prioritization of these skills over time, e.g. after a few months. This direction offers other research objectives.

Both of these skills are subsequently reflected in other skills that the orientation course supports, i.e. the skill of diagnosing (Persona 2: Diagnostics), recognizing roles, strengths and weaknesses, or identifying those of classmates who need support and providing it at the same time (Persona 7: Supporting). By connecting the mentioned skills, we obtain the basis of group cohesion, in the case of the structure of skills produced by our research, this skill is personified by Persona 3: Enthusiastic, showing precisely the elements of cohesion – motivation, a sense of satisfaction and loyalty (Výrost et al., 2019).

On the basis of the observed participant experience recorded by the research, we can find and name the principles that contribute to the adaptation of pupils, or they support her. In general, we could call them "adaptive soft-skills" (see below). The basic mechanism that helps adaptation to a new situation is a feeling of trust and, together with it, a sense of security, which is gained through membership in a team and through a relationship with a teacher. A relationship based on trust, open communication of emotions, or listening is perceived by students as desirable, and supports a quality climate in the classroom. Bendová (2016) similarly states these pillars of relationships in her study. As adaptation mechanisms in the sense of ways that "help survival" (although not in the original sense of preserving life) and thus adapting to a new environment, we could name empathy and social sensitivity, the ability to diagnose (appropriately recognize roles, personality,...) other members groups, then we would also include skills that lead to taking responsibility in a situation.

The student with his personality was primarily at the centre of the research investigation. Orientation courses primarily focus their attention on the student and the effort to contribute as much as possible to his adaptation in a new (life) situation. The complexity of the method's action in the form of a specifically oriented and targeted course (orientation course) causes the object we work on to develop itself on multiple levels. We accused the orientation courses of falling behind,

or rather resigning themselves to the personal development of the participants. Based on the results of the research, however, we can (at least on our sample) prove the opposite in the example of Persona 9 (Evolving Emily), who shows a tendency to develop himself. In the area of self-confidence development, we find, together with our research, agreement with the investigation of the authors Gass et al. (2003), who associate this developing area with independence. However, as we have already mentioned above, the question here remains the question of the intentionality of this development, i.e. whether the example of Persona 9 is not only an involuntary effect resulting from the personality of the given participants, rather than arising as a result of the targeted action of the course activities and being intentional.

With this summary, we have highlighted the key contributions of the research, presenting them with an awareness of the additional questions they raise and the possibilities for developing research designs. Based on the above, it can be concluded that we have demonstrated the benefit of orientation courses for the development of social skills of the participants of these courses.

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