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DEPARTMENT OF PSYCHOLOGY

DOCTORAL THESIS

**The impact of psychodrama in the personal development.
Applications to a group of students**
- SUMMARY -

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Research is a randomized clinical trial conducted on a group of 28 young people, mostly aged between 18 and 20 years (11 in experimental sample and 17 in the control sample). Independent variable was the participation / non participation in psychodrama group for personal development and dependent variables: the anxiety, the empathy, the personality traits. It was created and applied a questionnaire to evaluate the behavior of the group leader. Group members have established a hierarchy of Yalom's therapeutic factors, based on their experience in the group. Along with quantitative research, qualitative data resulting from participatory observation and transcripts of audio recordings of psychodrama group meetings were used to describe the group process and to produce a case study.

Keywords: psychodrama, personal development, personal development group, young people

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Introduction

In a very broad sense, personal development refers to any activity designed to result in optimizing individual behavior to better adapt to his or her social requirements, to achieve success in a particular area of its existence. We are bombarded with extremely diverse offers for personal development through various channels of communication: books, magazines, newspapers, DVDs, CDs, television, radio, Internet sites, e-mail, social networking. Beyond this "motivational literature", we find a narrower sense of personal development, located at the intersection of areas such as psychology, social psychology and psychotherapy. It is an area where clinical psychologists, psychotherapists and psychiatrists propose that, using various methods in their fields, usually in a group format, to optimize the behavior of individuals considered normal, fully functional, through self-discovery path, the understanding and acceptance of self, to help them better adapt and improve so their quality of life.

Generally, at the end of the activities, participants in personal growth groups are satisfied by their experiences, but are rather imprecise, when you need to specify the changes they underwent. Very few cases are presented to the public, for evidence of effectiveness and efficiency of activities. When this happens, however, approach for obtaining such evidence is not always the experimental type. The same is true for psychodrama. Investigation of results of psychodrama is based mainly on data type narrative and case studies (stories of participants, narrative description of psychodrama sessions or fragments thereof) rather than on experimental trials (Kipper and Hund, 2003, 142). Such an approach is, however, objectionable. David (2006, 283), for example, showed that the methods such as case studies, participatory observation and description of clinical experience are not sufficient to produce new knowledge, they can serve up to develop or exemplify theories or theoretical models without being able to test their validity.

From meeting the interest to lead psychodrama groups for self-knowledge and personal development of young people with the desire to scientifically validate such an approach, emerging the idea to this research. Its aim was to learn, with an experimental design, where the participation of young people in psychodrama group produces measurable psyhological changes, which is their perception of therapeutic factors suspected to be responsible for these changes and the behavior of group leader in charge and if the theory of psychodrama can explain the results, in a sufficiently robust way in terms of intellectual performance. On the other hand, the impact of psychodrama in a personal development approach can not be fully captured by the simple presentation of quantitative data, which is why I felt that the call to qualitative methods, such as participant observation, interview or case study may be welcome.

Originality of approach is that were investigated simultaneously the head of the group leader (as was perceived by participants), the individual behavior of group members, their perceptions of therapeutic factors, the group as a whole and results. In addition, a questionnaire was designed to investigate the behavior of the leader in management of personal development group. Were used simultaneously quantitative and qualitative methods.

Chapter 1. Definition of personal development group

Most often, personal development is presented as a self-awareness activity held under the guidance of psychologists or other mental health professionals in order to optimize behavior and improve quality of life of those involved. Mitrofan (2008, 14), for example, found that personal development is a "normal therapy" claimed by "existential problems of all kinds, stress and risks of modern life" and for the individuals "motivated to self-exceeding or to fulfill life, performing in their relationships with themselves and with others, career or the environment".

Between individual and group is a relationship of mutual interdependence. Thus, Anderson and Robertson (1985, 142) considered that "the personal development is essentially a social process" and, as such, the best environment in which it is held is that of a group. The essence of personal development groups is the "cultural permission" for self-disclosure and feedback, unprecedented in the social environment commonplace. Members of these groups are allowed, and afford one another, to self-disclosure, to express thoughts and feelings openly and honestly to the other, to give and receive feedback on how they interact in groups. They receive direct feedback from others, have the opportunity to validate consensual reality of interpersonal perceptions and can compare their self perceptions about themselves and perceptions of others to seek congruence of various perceptual content. When they "risk" to practice new behaviors, in the protector climate of a group that provides a sense of trust and psychological safety, they get the opportunity to improve efficiency and interpersonal relationship.

Chapter 2. Brief history of personal development groups

As shown by De Visscher (2001, 35-37), early personal development groups are related to research in social psychology of Kurt Lewin in the 40s of last century. He found that group members can work with passion in their analysis and interpretation of group interactions, and this is a new way of understanding their behavior. It was born so, "the group T" (T-group) (where "T" comes from the word "training"), whose raison d'être was the training in human relations.

The late '50s were marked by the development of "human potential movement", whose main representative, Abraham Maslow showed that both psychoanalytic theory and the behavioral theory were so concerned with psychological symptoms that were overlooked signs of mental health. Interested in fully functional human study, he defended the need to self-actualization, the fulfillment of human potentialities.

Carl Rogers proposed the term "encounter group" to designate such experiential groups (focused on the experience of "here-and-now") which gives great importance to genuine meeting of members and the leader and members. He pursued an improvement in interpersonal relationships of its clients by promoting self-congruence (ie a transparent authenticity) and positive consideration, unconditional and empathetic towards each other. This non-directive guidance was taken by some of his collaborators and transferred to group activities.

Anderson (1983/2004) described how Michael Murphy and Richard Price have created the Esalen Institute, designed as a place to be invited philosophers, psychologists, religious leaders, scientists for lectures and seminars on mutual exchange of Western and

Eastern thinking about the latest trends in psychology, about personal and social transformation. Among the first to have lectured there in 1963, were philosophers Aldous Huxley and Alan Watts (trying to approximate Western psychology teachings of Zen Buddhism), both supporters of the development of human potential. The presence of permanent residents like Perls (theorist and practitioner of Gestalt therapy), Schultz (promoter of encounter groups) and Gunther (follower of sensory awareness), attracted a large audience. Group interaction, the focus on group process, reactions in comparison with other participants, all leading at very strong emotions, a sense of change and intense satisfaction of being part of the group. Focus on sensory experience of here-and-now wasn't used as a way to get into people's past (as in psychotherapy). Focus on external events, verbal discourse was considered an escape from present experience and the essential work of the group. Worship of present and live experience led to the depreciation of symbolic, abstract formulations and valuing strong sensory experiences. It was proposed a shift in emphasis from symbols to concrete express, from intellect to emotion, from mind to body.

Chapter 3. Personal development groups and group psychotherapy

The question is whether personal development is just an application of psychotherapy to a target group (normal people, healthy psychologically) or else. Rose (2008, 10-12) questioned whether personal growth groups addressing surface themes, while the treatment group is greater for deep psychological problems, the truly important. Therapy group members recognize that they are vulnerable and need a helping hand. They are in the group "to be better". About personal development group members are supposed to be more psychologically robust, they have more personal resources and therefore less need for care. They look better and achieve their full potential.

Psychotherapy group members are required, as far as possible, to interact with each other only when they are in groups, to eliminate the disturbing influence of outside the group interactions. In personal development groups, members interact in many cases, outside the group. Inevitably, they form pairs, subgroups with members who share information that others do not have, which affect group dynamics.

Of course, among the personal development groups and psychotherapy groups are not only differences but also similarities. Both share a common fundamental - are based on significant mutual relations building by members throughout the life of groups. And, in both cases, group members are responsible for their behavior and their impact on others. If an outside observer would look at meetings of each of the two groups, he notice, probably, very little difference - conversations, emotional tensions, interrelated efforts of the members would look like.

A specific feature of personal development groups is extensive use of "structured exercises" (Yalom and Leszcz, 2008, 463-469). They are a kind of group leaders initiated experiments with group work to rectify it in specific directions. Thus, these exercises can target speeding the pace of group processes (especially in the early stages of its development), accelerating the interaction of members, to overcome the highly ritualized social behavior, specific to early stages of interpersonal relationships, and facilitate members group contact with their repressed emotions and their physical selves and remove "blind spots" of self perception.

The structured exercises aim is to provide conditions for "experiential learning", by following the steps in Figure 1.

Orientation
Summarization of the goals

Experience
Interaction within the framework of the group (role-play, simulations, tasks solving)

Discussion
Summarization of the experience. Sharing of reactions and personal interpretations.

Analysis
Conferring of meaning to experience. Formulation of the meanings and conclusions.

Application
Identifiction of the implications. Proposal of the changes to be performed outside the group
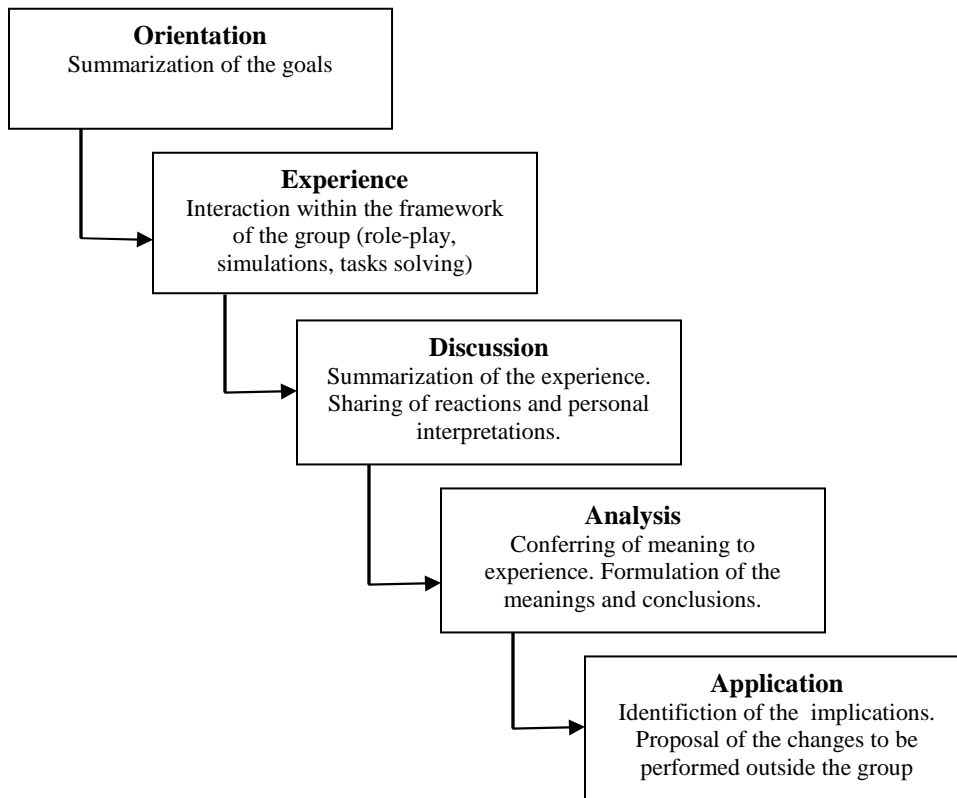
Figure 1. Essential steps of the experiential learning process (Forsyth, 2006, 533)

If psychoanalytic psychotherapists have transferred specific attitude (neutral, less transparent, strictly professional) in the treatment group, encounter group leaders were more flexible, more willing to experiment and to make greater self-disclosure. As a result, they were perceived more realistic by group members as being similar, except for specialized knowledge and professional competence (Yalom and Leszcz, 2008, 525).

Chapter 4. Current variety of personal development groups

Burlingame, MacKenzie, and Strauss (2004) cited Bieling, Mc Cabe and Antony (2006, 11), proposed a "model group" to map the factors that contribute to the therapeutic results of treatment group. I took it and adapted the model to be used as a reference framework, for the analysis of psychodrama group for personal development (see Figure 2).

Results of participation in a group of personal development are influenced major by the formal change theory adopted by the group leader. Psychotherapeutic training of the leader, and its theoretical orientation influences directly methods and techniques they use during group activities.

Small group process concerns, in the opinion of Corey and Corey (2006, 5), with "dynamic such as rules governing group, the group cohesion, how much trust is generated, how resistance is manifested as conflicts arise and how addressed, forces set in

motion, the healing reactions of members and different stages of group development".

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                    ┌─────────────────────┐
                    │ Results of personal │
                    │  development group  │
                    └─────────────────────┘

        ┌──────────────┐        ┌──────────────────┐
        │ Participants │        │ Structural factors│
        └──────────────┘        └──────────────────┘
                      ┌─────────┐
                      │ Leaders │
                      └─────────┘

   ┌──────────────┐              ┌──────────────┐
   │ Formal theory│              │  Small group │
   │  of change   │              │    process   │
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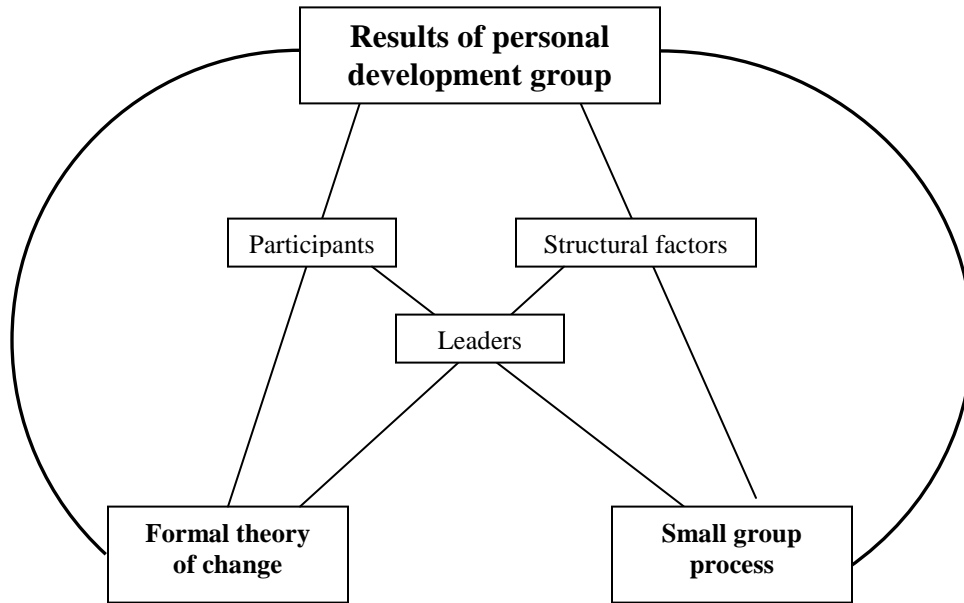
Figure 2. Variables affecting results of personal development group
(After Burlingame, MacKenzie, and Strauss, 2004)

Participants may be more or less homogeneous in respect of personal and interpersonal characteristics (related to their age, their gender, social competence, their level of empathy, etc.).

Structural factors of the group for personal development refers to the duration and number of group meetings, frequency of meetings, group size, the physical frame for activities.

Group leaders influence the performance of participants in personal development work, depending on their personal characteristics, leadership styles and their interaction. Leaders with similar theoretical orientations may have very different leadership styles.

Many possible combinations of the model dimensions - different formal theories of change used by leaders (psychodynamic, cognitive-behavioral, existential, psychodrama, etc..), different types of participants (adolescents, adults, etc..), various structural factors (duration, the number and frequency of meetings, the conduct) and differences related to leaders (their number, their behavior, their leadership styles) - we can give an idea of how diverse is today, personal development work through group.

Chapter 5. Definitions of psychodrama

Psychodrama is a form of group psychotherapy in which participants put on stage, through role play, their past, present or future life situations, in order to resolve intrapsychic difficulties or interpersonal facing. Basic dictum of psychodrama is "Show us, do not tell us" on the premise that actions speak louder than words. May be enactment

events in the past (unresolved situations, trauma, dreams, etc..), current situations (conflicts, disturbed interpersonal relationships, inhibitions, etc..) and preparation for future situations (a job interview, negotiation or separation). Psychodrama deal with life situations involving the external manifestations, visible to all involved, and internal mental processes that are "tangible" by exteriorization.

Chapter 6. The morenian theory of roles

Moreno has formulated a theory of the role of the premise that man is a role player, that every individual has a repertoire of roles which dominate his behavior, and that each culture offers its members a very broad set of roles. Personality is the constellation of roles that the individual updates to cope with the everyday challanges, and the role is "the form in which an individual … react to a specific situation involving other people or other objects" (Moreno, 2009, 125). Individual performance in role plays is influenced both by the correct perception of the role and the ability of enactment.

Moreno found that, for good adaptation, the individual requires to develop a sufficiently broad repertoire of roles. People who operate within a narrow repertoire of roles or have difficulty moving from one role to another live their lives in a limited, restricted, not enough spontaneous way. Human capacity to be creative was considered by Moreno a key component of personality.

Spontaneity catalyst creativity, "stimulates the individual to an appropriate response to a new situation or to a new answer to an old situation" (Moreno, 1953, 42). It allows, therefore, to individual to adapt to situations, but also to change behavior to adopt new, more appropriate behaviors in the circumstances in which the old behaviors have proven ineffective. Moreno said that people are not driven by instincts, as psychoanalysis claims, but based rather on spontaneity and creativity in updating one or other of the roles available in their repertoire. To achieve this, it is necessary for mental blockages that prevent the free expression of spontaneity to be removed.

Chapter 7. Basics of psychodrama

7.1 The protagonist
The protagonist is a member of the group who posing in front of the group, a personal situation that will "come alive" through dramatization, thus resolve intrapsychic or interpersonal problems.
7.2 The Stage
At the instigation of the psychodrama director, the protagonist chooses scene, which is the area of the room where the dramatic action will take place. Duric et al. (2006, 15) warned that: "The division of space must be clear and defined: on one side has the chairs for the group members, all of whom is aware of their being in real space and time. On the other side is the stage, where the protagonist's life scenes, which belong to imagined time and space, is acted out. This is the place where the 'as if' enactment develops."

7.3 The auxiliaries

Of the members, the protagonist chooses who will take the place of people, or objects and significant concepts necessary for dramatization. They are called auxiliary.

7.4 The audience

Remaining group members after the election of protagonist and auxiliaries form the audience, which watching the enactment on the stage. They do not remain passive in relation to what happened on stage. Most times, they resonate emotionally and identify, in some instances, with the experiences from the scene of the protagonist and the auxiliaries.

7.5 The psychodrama director

At the leadership of the group and the psychodrama session is the leader. Its main role is to guide the protagonist to solve its problems. Professional competence involves proper exercise of four roles: director, analyst, therapist and group leader (Kellermann 1996, 46).

As *director*, the psychodrama director has the task of translating the material of the protagonist in action. He must coordinate arranging scenes to create the right atmosphere, to provide necessary warm-up, place the auxiliaries, to control the scene and correct their role-play, to ensure the pace and timing of action, suggest alternative ways for dramatization, etc..

In the role of the *analyst*, the leader is there to recognize accurately feelings, thoughts, behaviors, attitudes of protagonist. He gives a meaning to its action on stage in terms of repetitive actions, of counter-action, of abreaction, of defense mechanisms, of simple communication activities. Then choose the right time, to not force a premature interpretation, and communicate the protagonist what he understood clearly and unambiguously.

In the role of the *therapist*, the leader is an agent of change, which affects the protagonists, and the other group members, to facilitate personal development and / or healing interventions which may be either verbal (such as confrontation, clarification, interpretation, acceptance, suggestion, advice, self-disclosure, etc..) and nonverbal (use with care and sensitivity of the physical distance, the intonation and timbre of voice, eyes contact, body posture, and even silence).

The role of *group leader* is to dealing with organizational issues, establish group norms, encourage active participation of all members, facilitating interaction and communication between them, clarifies developed relationships using methods of action or verbal interpretations, and help to resolve conflicts constructively to ensure a constructive and supportive atmosphere of group work.

Chapter 8. Basics of psychodrama

8.1 The warm-up

The main function of the warm-up period is to develop a sufficient level of networking among group members and between group and its leader and allow the emergence of individual issues or topics of general interest. It takes place usually in the form of funny games and structured exercises to facilitate complex interactions among group members, identify a protagonist or theme for the group to be explored further. Leveton (2001, 137) showed that a good warm-up given message that the group is one in

which everyone can participate, that participation is easy and funny and that any contribution is appreciated. The atmosphere created spontaneously removes some resistance.

8.2 The enactment

As pointed Blatner (1998, 7-8), the enactment begins with the protagonist bringing to the group, where the problem is discussed briefly with the psychodrama director and is redefined in terms of a concrete example that can be played. He is helped to describe the physical environment in which the action takes place and choose the site from the floor on which to build (with props at hand) stage as possible similar with physical environment described above.

To conduct the action as they takes place here-and-now, the protagonist chooses group members who will take the place of significant figures in his drama, they thus becoming auxiliaries. After describing the opening scene, auxiliaries learn their roles, under the guidance of the psychodrama director. For this, they exchange roles with the protagonist, for short periods of time. Thus, the protagonist states, in particular, the behavior of the other characters in his drama. He also provides feedback if the scene has played in the way it was imagined. This activity contributes to warming protagonist and auxiliaries.

Depending on the objectives pursued, the leader can use other psychodramatic techniques. The doubling, for example, is a technique where the leader or another group member joins protagonist adopt its position and, if this is useful, speaks on his behalf, making what is called double in psychodrama. Thus, can be brought to light thoughts or feelings that the protagonist can not express them. In the mirror technique, a member of the group over the role of protagonist, do and say what he said and did moments before. The "replay" allows the protagonist to form a more objective perspective on the ongoing situation. Monologue implies that the protagonist to freely express everything that comes to his mind, as if talking to himself.

Dayton (2004, 32-34) presented a very useful classification of different types of enactments, according to reports from the three key dimensions of time: past, present, future.

Present day enactments are staging the protagonist's current life situations that help to clarify their circumstances. Examination in a "slow motion" situations may throw light on their inner dynamics, so the protagonist can make new choices, better informed and more intelligent about them.

Regression in time is probably the most common type of psychodrama. It is used to explore any past situation through a process to make then-and-there to become here-and-now, the material held here in the past is relived in the present moment. The fact that the protagonist and the performers on stage speaking roles at the present time, the character "as if" of the enactment is reduced, and they relate to the ongoing situation as a real one. It is a form of access to things too painful, which is banned in consciousness, but whose effect is, however, still unconscious and influences the individual in the form of open tensions, of "unfinished business". Psychodrama bring such past in the foreground, to reduce, through awareness, its influence on the protagonist's life.

Projection in the future allows the protagonist to play a scene from the future, anticipates or with excitement or with fear. Thus, for the protagonist is a sort of preparation for what life is expected to reserves, and the scene can be played in a variety

of ways which can help him make the best choices, to reduce anxiety or to live emotions he anticipate in a manner that gives safety.

The spiraling is a psychodramatic technique used in order to link the present day enactments marked by the transfer reactions or past conflict and the origins of these events or conflicts. For example, today during a scene where the protagonist lives a conflict may become clear that it is a remake of an old conflict. The leader may ask the protagonist to identify when this dynamic conflict began for him to identify a stage model to represent key elements of his particular emotional and psychological concern or conflict, helping him to go back to the spiral that binds the last scene. After regression in the past and playing the scene, the performers on stage can restore the scene to replay present day scene, with an additional understanding about the origins of problematic dynamics, transfers and projections, thus freeing one hand the last pain, which was designed on this. He can also go and present a spiral from the future, whether in the current conflict are some anticipated events, and then to return today.

8.3 The sharing

Sharing is the stage at which the protagonist receives supportive feedback from other group members immediately after the enactment. They are invited to express thoughts and feelings that are the connection between the protagonist and their own life story. There isn't encouraged intellectual analysis of the problem of protagonist or giving advice, but sharing with him the feelings experienced during the enactment.

Chapter 9. Therapeutic factors of psychodrama

Kellermann (1996, 71) described six types of factors that he considers to be the origin of progress in therapy or personal development through psychodrama. Thus, progress triggers an emotional catharsis, insight-action brings the benefits of cognitive level, tele factor contributing to the improvement of interpersonal relationships, as-if factor rich imagery, acting-out produces necessary behavioral changes and non-specific factors contribute to what he called the magic of psychodrama.

9.1 Catharsis

Refers to catharsis, it is emotional release, cleansing of the "toxic" affects. Requires progress in two stages, first emotional release and relief, the second (cognitive) integration and ordering. He is not an end in itself but only at point of departure for further interventions. Emotional release would remain ineffective without cognitive insight.

9.2 Action-insight

Action-insight is a specific process of psychodrama, made in the action rather than through verbal interpretation. Involves integrating emotional, cognitive, imaginative learning experiences, and interpersonal behavior. Can be experienced as a sudden revelation or as a gradual process of discovery. Action-insight implies a kind of non-cognitive processing involving the physical and perceptual-motor, emotional and intuitive level rather than intellectual and analytical level.

9.3 "Tele"

Tele phenomenon was described by Moreno (2009, 67) that "the process that attracts individuals to each other or make them reject". Assume reporting to the other one to be based on current perception, the "here-and-now" is not contaminated by items from

the past, "then-and-there", the transfer of the ideas and feelings related to an old relationship to current relationship. Purpose of exploring interpersonal field of the psychodrama is to help group members to correct distorted perceptions of relations, to eliminate influences that disturb and transference. To do this, psychodrama encourages self-disclosure, openness, empathy and mutual acceptance.

9.4 "As if"

Kellermann (1996, 110) noted that underlying principle in psychodramatic enactment as that involves appeal to the imagination. Convention, both for those directly involved (protagonist and auxiliaries) as well as audience members, is that events on the stage to be addressed as if they were real. Participants are encouraged to bring to life scenes from the past, as events would happen now, to interact with inanimate objects as if they would be alive, to talk with other group members as if they were ancient or significant person in their lives, etc.. Psychodrama scene can made not only the events that happened "really" alive, but what has not happened yet, but is desired, feared or ignored: the unknown, love, unborn, dreams, hopes, tears, disappointments, unfulfilled desires, expectations, etc.. Of course, the work "as-if" is not "real". All participants know that. However, with increasing involvement in role play, they begin to think, feel and act in the same way they do in real life.

9.5 Acting out

In psychodrama, the acting-out refers to the visible behavior of group members. Kellerman (1996, 124) has inventoried and proposed to be classified into: counter-action (resistance), abreaction, communication actions (expressions), repetitive actions (reliving the transfer). He noted that psychodrama was criticized because, by acting-out, the participants made emotional gratification of needs, encourages defensive regression to a very primitive level and discourage verbal activity. He considered, however, that reinstatement is not a regression. Psychodramatic enactmente is a regression that is self serving, the reorganization and integration of life experiences, thoughts and feelings that accompany them.

9.6 "Magic" psychodrama

Magic psychodrama intervention into nonspecific therapeutic factors, ie those healing factors common to all forms of psychotherapy and healing practices in general and take over the power of suggestion (placebo effect, for example). Warm-up and relaxation techniques, music, imagination exercises and improvisation games causes, not infrequently, altered states of consciousness which make participants more susceptible to external influences and open to change. Strength of influence of psychodrama director resides, on the one hand in his charismatic qualities, and on the other hand in the tendency to be idealized by the group members.

Although described separately, therapeutic factors of psychodrama acting interdependent and each separate contribution to output is almost impossible to assess.

Chapter 10. Arguments for the use of psychodrama group for personal development with young people

Stimulating self-knowledge, personal development provides opportunities for a better understanding of their needs and desires and ways of meeting them, improves self and events control. Also encourages giving up dysfunctional belief that there are not

many choices to make and allows access to a world of many possibilities. Therefore, we considered that the participation of young people in psychodrama group activities for personal development is a useful approach, which they would benefit such as increased spontaneity (as evidenced indirectly by lowering anxiety) and increased cognitive and emotional dimensions of empathy.

Chapter 11. Research methodology

11.1 General and specific objectives of the research

The overall objective of the research was to determine whether measurable physiological changes occur as a result of participation of young people in psychodrama group for personal development.

Specific research objectives derived from the general objectives, were:

1. To investigate whether the participation of young people in activities of psychodrama group for personal development causes a decrease in their anxiety, the effect of increasing their spontaneity.
2. To investigate whether the participation of young people in the psychodrama group for personal development increases their empathy.
3. To investigate whether the participation of young people in group activities for personal development produces changes in their personality traits.
4. To investigate the therapeutic factors that young people evaluate them to be most useful and less useful for producing the desired changes, then they look back to their experience in the personal development group.
5. To investigate the perception of participants on how the group leader fulfilled the tasks of group management and behavioral style that he adopted.
6. To present theoretical arguments and counterarguments for use psychodrama in personal development groups for young people.

11.2 General and specific assumptions

General hypothesis

1. If young people participate in the activities of a psychodrama group for personal development, then their anxiety level decreases.
2. If young people participate in the activities of a psychodrama group for personal development, then their empathy increases.
3. If young people participate in the activities of a psychodrama group for personal development, then changes will occur in their personality traits.

Specific hypothesis

1. In pre-testing, no significant difference between scores of young people in the experimental sample and scores of young people in the control sample, for the Cattell's Anxiety Questionnaire scales.

2. In pre-testing, no significant difference between scores of young people in the experimental sample and scores of young people in the control sample, for the Davis's Interpersonal Reactivity Index scales.

3. In pre-testing, no significant difference between scores of young people in the experimental sample and scores of young people in the control sample, for the main personality factors of the Cattell's 16 PF Questionnaire.

4. There is no significant difference between the pre-test scores of young people in the control group and their post-test scores, for the Cattell's Anxiety Questionnaire scales.

5. There is no significant difference between the pre-test scores of young people in the control group and their post-test scores, for the Davis's Interpersonal Reactivity Index scales.

6. There is no significant difference between the pre-test scores of young people in the control group and their post-test scores, for the personality factors of Cattell's 16 PF Questionnaire.

7. Post-test scores of young people in the experimental sample are significantly lower than pre-test scores, for the Cattell's Anxiety Questionnaire scales.

8. Post-test scores of young people in the experimental sample are significantly higher than pre-test scores, for the Davis's Interpersonal Reactivity Index scales.

9. Post-test scores of young people in the experimental sample is significantly different than pre-test scores, for the personality factors of Cattell's 16 PF questionnaire.

11.3 Research design

The design type of research is experimental, with one independent variable and several dependent variables:

Independent variable:
- Participation / non-participation in psychodrama group for personal development

Dependent variables:
- General anxiety and its components
- Cognitive and emotional components of empathy
- Personality traits

Personal development group was a closed group. There were 12 meetings, approximately 5 hours each, ie a total of 60 hours. I led all 12 meetings of the group and we recording audio all meeting (with the consent of all members).

11.4 Participants in the study

Randomized clinical trial was attended by 28 students, divided into two samples:
1. one experimental, consisting of 11 students who participated in group activities for personal development
2. and the other, the control sample, consisting of 17 other students.
All these students were enrolled in the study period, in the first year at the Faculty of Psychology and Educational Sciences, University of Braşov.

Distribution of participants in the two samples was achieved by a simple random sampling procedure.

The average age of the 28 study subjects was 19.57 years (19-23 years) with a standard deviation of 1.00.

The average age of young people in the experimental sample was 20.09 years (19-23 years) with a standard deviation of 1.38.

The average age of young people in the control sample was 19.24 years (19-20 years) with a standard deviation of 0.44.

Of the 28 study subjects, 25 are female and 3 male. The experimental sample are 10 females and a male, and in the control sample 15 females and two males. There is preponderance of female subjects and the similarity of the two samples based on gender distribution.

11.5 Description of psychodrama group

Personal development group activities were conducted over 12 meetings. All meetings (except the first) started with what I call "arrive flash", ie a short time in which members disposed in a circle on chairs, were presented in a few words, their mental and physical states of time, any questions and unresolved issues from previous meetings.

Thus, we could find the warm-up of the group and each member, on any issues, important issues that are to be addressed during the meeting. Symmetrically, the meeting ended with "flash of departure", when I could find the mood that each group member left the meeting, to pay special attention to those members who seemed to need encouragement or help, so that no one leave with a negative emotional state or a state of cognitive disorganization that harm them. However, based on claims of group members, we could evaluate the success or failure of that meeting.

To facilitate the involvement of members, each activity group was preceded by a moment of warm-up, usually in the form of activities with games ("train", "blind walk", "improvisation music", etc..).

After presenting the leader and group participants, were established rules for personal development in general (confidentiality, how to address, self-disclosure, honest feedback, peer support, punctuality, attendance, etc.) and for psychodrama group, in particular (playing the protagonist, the enactment of personal issues, supporting protagonist in auxiliary roles, etc.). Was then obtained consent to audio recording of meetings.

Group activities were mostly of the type of structured exercises, followed by a phase of sharing, dedicated feedback. The first such exercise was the role reversal with a close friend and presentation of self in role. Self-exploration continued with a paper and pencil exercise, called "present-day social atom" (Dayton, 2004, 89), ie a graphical representation of emotional relationships with significant people, groups and institutions (even animals and objects!). Social atom was materialized then by a member of the group, through enactment, similar to "sculpture technique" of Virginia Satir. The next meeting of the group was dedicated to exploring personal qualities and symbolic trading with these qualities through the "magic shop" (Leveton, 2001, 109-120).

The fourth meeting was devoted to dramatization a television talk-show on a controversial issue as "Mister Gay - a necessary show?" Roles (some difficult to accept)

was distributed by lot. The next meeting, a member was the protagonist of the game "Five characters in search of a personality" (Leveton, 2001, 93-102), which, with some fictional characters, she chosen even where are the cast members, created a representation of self on which was able to intervene, changing it in the desired direction. A replay of the exercise of presenting oneself through the role reversal involved the presentation of the opposite sex parent role and relationship revealed difficulties or conflicts, without being followed by their desire to explore these on the psychodrama stage. At the sixth meeting was put on stage a collective game on Ivan Turbinca tale in which roles were not chosen by members but they have been assigned by the group.

The seventh meeting was a return to a paper and pencil exercise, this time being drawn a "diagram of roles" (Dayton, 2004, 167) and identified areas of comfort and discomfort related to these roles. Through an exercise conducted in dyads, group members explore their intra- and inter-roles conflict. As a continuation of the previous meeting, the eighth meeting was dedicated to put on stage an inter-role conflict (the daughter, the lover and the student), the protagonist was involved and her colleagues was chosen in the four auxiliary roles (one role was the double).

The ninth meeting of the members involved restoration of the own journey of becoming, initially by directed imagery and then by going on a temporal continuum represented by a line of life, which stood at significant times and the group members talked about these experiences (development opportunities or obstacles). The next meeting, group members identified social roles in which they felt discomfortable, because their intrarol conflict and their conflicting dimensions. Then, for a metaphorical exploration of the conflicting dimensions of the intrarol conflict these have characterized with a list of attributes (color, shape, size, position, sound, smell, taste, texture, temperature, motion). Then I used the "empty chair" technique to try to reconcile conflicting dimensions of roles previously explored. I invited the protagonist to passing all the seats corresponding with each dimension of the role and I interviewed her in those roles. I did then conflicting dimensions of role can have a dialogue and seek a path of peaceful coexistence. It was a meeting that was "breakthrough" because we had three protagonists who overcome resistance and they personal themes was explored on psychodrama stage.

Beginning of the eleventh meeting was dedicated to the group as a whole, members have building with objects and props (scarves, shawls, etc..) a representation of group and each of them position therein. Then group members have given each other "antiroles", ie roles which, by their external behavioral manifestations, and the inner feelings they cause, are opposite to the normally way of being of the person. Last meeting of the group started with a game called "cruise", the group members "embarked" on a ship, they have playing antiroles, freely interacting with each other. Then, with the aid of the "hot seat" technique, the members moved in the middle of the group and received openly feedback about their "performance" in group from the individual members.

It should be remembered that all these structured exercises or games have been followed by a phase of sharing, feedback centered round the role, the evocation of thoughts, feelings, even physiological sensations occasioned by these experiences. It was given to the expressed preferences, motivations choices about a role or a partner, favorite types of interaction and possible networking repetitive patterns.

11.6 Research tools

We use the following tools:

- for the dependent variable anxiety: Cattell's Anxiety Scale
- for the dependent variable empathy: Davis's Interpersonal Reactivity Index
- for the dependent variable personality: 16 PF Cattell's Personality Questionnaire

For evaluation of Yalom's therapeutic factors we used Q-sort technique. I created and used a questionnaire to investigate the behavior of group leader. Were used the audio transcripts of group meetings, results of participant observation and case study method.

Below are presented in more detail, research instruments.

11.6.1 Cattell's Anxiety Scale "C"

Calculate:
- Raw score of overall anxiety
- Raw score of veiled anxiety
- Raw score of manifested anxiety
- Raw scores of the 5 primary factors: self-awareness (Q3), ego strength (C), paranoid inclination (L), propensity to guilt (A) and ergic tension (Q4).

By reference to standards in 11 standard classes are obtained: standard note of general anxiety and standard notes of the 5 primary factors contributing to it.

11.6.2 Davis's Interpersonal Reactivity Index

The first two scales, concern cognitive aspect of empathy, the other two emotional side of it, are the following:
- *perspective-taking scale* (SP) - assessing spontaneous attempts to adopt other people's perspectives and see things from their point of view
- *fantasy scale* (SI) - assesses the tendency to identify with characters in movies, novels, plays and other fictional situations
- *empathic concern scale* (PE) - assesses feelings of warmth, compassion and concern for others
- *personal distress scale* (PD) - evaluate personal feelings of anxiety and discomfort resulting from follow the negative experiences of others.

11.6.3 Cattell's 16 PF personality questionnaire

It measures 16 personality factors.

11.6.4 Q-sort Technique for evaluation of Yalom's therapeutic factors

Yalom (1970) aimed to investigate the incidence of 12 therapeutic factors in different types of treatment groups or for personal development, based on rank ordering

of the 60 items (five for each therapeutic factor) by the group members, to determine which therapeutic factors below are most highly valued by them.

Altruism refers to the opportunity which is afforded group members to provide support to others. With the experience of altruism, group members can improve their self esteem.

Group cohesion refers to group attractiveness for its members, encouraging participation, privacy and self-disclosure.

Universality refers to the discovery by the individual that is not the only one that has a problem that others have experienced similar problems. This discovery is often accompanied by a sense of relief.

Interpersonal learning input refers to the fact that the group allows members to optimize interpersonal learning, how they are seen by other people.

Interpersonal learning output refers to group members have the opportunity to experiment and validate new ways of relating to others.

Guidance refers to the instructions provided by the therapist together with advice and suggestions about tackling life provided by the therapist and the other group members.

Catharsis can be defined, in a simple way, as the free expression of affect. Living and strong feelings make group members learn that emotional experiences can encourage feelings of closeness to others.

Identification refers to copying by members of certain features of other group members and leader. Group members often serve as role models for other members, through self-disclosure and honesty.

Family re-enactment refers to the awareness of group members transfer relations that come from their experiences of primary family, contributing to distortions in their interpersonal relations.

Self-understanding includes encouraging group members to recognize, integrate and express freely oneself parts previously kept hidden. Implies intellectual understanding of the relationship between past and present (genetic understanding).

Instillation of hope refers to instill motivation to participate in group meetings by creating positive expectations about the results to be obtained.

Existential factors refers to reflection on existential issues to deal with pain and ambiguity of life and accept that sometimes life is unfair and unjust and must take responsibility for the way we live.

11.6.5 Questionnaire for investigation of behavior of personal development group leader

In order to investigate how the leader carry out his duties related to the management group and his interpersonal style in the psychodrama group, I created a questionnaire. For this, I was inspired in the way Yalom and Leszcz (2008, 133-209) described the basic tasks of the therapist:

1. creating and maintaining group
2. building a culture of group
3. activation and the elucidation of the here-and-now.

For the task of creating and maintaining group, leader requires attention in determining the place and times of meetings of the group, preventing friction between members, discouraging events that might threaten group cohesion: delays and repeated absences, various forms of subgroups, group tends to find a scapegoat for any unpleasant incident.

To build a culture of positive change in group, the group leader should establish, together with the group, an unwritten code of rules or norms of behavior, to promote "active involvement in the group, uncritical acceptance of others, extensive self-disclosure, desire to self-understanding and a strong desire to change current patterns of behavior" (Yalom and Leszcz, 2008, 137).

The third task is to help the group leader to put a strong emphasis on experience in the "here-and-now". For this, he must show clearly enough that immediate events of group members have priority, both to their current existence, outside the group, and to more distant events in their past. Is necessary to ensure a "self-reflexive loop" for examining and understanding behavior has just occurred (Yalom and Leszcz, 2008, 156).

Thus, the first part of the questionnaire (first 21 items) was dedicated to exploring the perception of personal development group members about how the leader perform to these elementary tasks and the second part (the other 21 items) focused on how was perceived his interpersonal behavior.

The 21 items of the first part of the questionnaire (7 items for each of the basic tasks of the leader) consist of statements which have expressed agreement / disagreement on a 5-step Lickert scale from "disagree at all or agree very little", to "agree totally or very much".

The second part of the questionnaire consists in a bipolar type of behavioral anchors that personal development group members were asked to place perceived leader behavior on a 7-step Lickert scale, closer to one or the other (or at the same distance) of the two opposing statements describing behaviors. For example: "It was cold, distant, unfriendly." versus "He was warm, kind, friendly."

Chapter 12. Group process

A serious discussion of the performance of young people as a result of their participation in psychodrama group for personal development can not take place without, first, to discuss the group process.

The presence of members of the experimental sample for 12 meetings ranged from four members present to all eleven members present. On average, a group meeting, attended by 8,6 members to 11 members of the experimental sample.

Since the first meeting of the group, members have agreed that the maximum number of allowed absences is 4, and a more than 4 absences to lead to exclusion from the group. This standard has made just three of the group members have a minimum of 8 appearances, and six of them to participate in at least 10 meetings of the group. On average, each group member attended 9,4 meetings of the 12 meetings of the group (ie 47 hours in total about 60 hours).

Given that the rate of premature withdrawal (after first 2-3 meetings of the group) found by Yalom and Leszcz (2008, pp. 244-245) for different treatment groups or for personal development groups ranged from 17 to 57% of the total participants in the first

meeting of the group, the rate of withdrawal of 24% (4 of 17 members) found for our group is relatively small. This has helped by quite explicit requirement that members have to postpone any decision on further participation at the group meetings after the third meeting of the group. I tried so give them a chance to overcome "front" behaviors specific to early phases of group development, engaging in multiple genuine interactions, and to make sure that the forces of cohesion of the group have had time to manifest.

Regarding punctuality, the vast majority of group members was present at the times fixed for starting work. There have been several instances when some members of the group (not always the same) were delayed for several minutes, but were quickly integrated into activity, and their delay was not so much a concern for other members, that it becomes a matter of discussion group.

Motivations and expectations of members in connection with the group were quite different. The group was seen, from the beginning, in ways quite different. If some group members viewed it as a way to relax, others considered it an opportunity to know the others or themselves. Finally, there was the belief that group work could be useful for professional development for the profession of psychologist. Expectations were generally positive, and assessments at the end of meetings on activities were also in the same direction.

The order to speak, on the occasion of moments to gather the group in a circle, the flash of arrival or departure or sharing, was either open (to allow commitment of group members in revealing their thoughts and feelings, as far as their warm-up) or by passing an imaginary ball from one member to another (to allow phenomenon "tele" and the constellation of preferential choices to manifest freely and can be seen by me as leader of the group).

Closed nature of the group, the non-receipt of new members after its start, brought a privacy of group meetings. Predetermined and announced the end of the meetings and extended their relative size (lasting about five hours each) have reinforced the feeling that every meeting is very important and promoted so self-disclosure and strong emotional involvement, accelerating emotional processes. Structured exercises and intensive activity during self-disclosure meetings hurried pace, so that in very first meeting, group members presented their concerns about lack of trust in people, the inability to speak before a group or excessive perfectionism, the separation of parents, the absence of a parent went to work abroad, the other parent's problems with alcohol or too authoritarian and harsh style of another, the lack of a partner in love.

Although structured exercise revealed many personal issues (mainly in the form of conflict) that pretend to be explored by putting them on stage, I encountered resistance from potential players, for the request to bring these themes on psychodrama stage, to be explored. In fact, since the protagonist games did not address psychological issues pressing members, but rather issues that we have proposed, as a leader, work group was more a series of structured exercises. But excessive use of structured exercises carries risks, as stressed Yalom and Leszcz (2008). The fact that resort to such exercises, leaders become more popular within their groups. They are perceived to be more efficient and competent, but, paradoxically, studies (Lieberman, Yalom and Miles, 1972, 1973) showed that group members who used the more structured exercise results were significantly less favorable than members of groups with the fewest such exercises. The conclusion made by Yalom and Leszcz (2008, 466) was: "No doubt, structured exercises

seem to go faster members highly expressive, but for this speed, the group pays a price, bypassing many development tasks of the group and not getting a sense of autonomy and power." The phenomenon that occurred, probably in our group psychodrama, is that the structured exercise stimulated a relatively high level of self-disclosure, but the group members only seldom had courage to address their personal issues by enactment.

Increased self-disclosure has created the impression to all members of the group that are important things going on, increasing its attractiveness, but did not provide the means to overcome resistance. Fear of ridicule, fear of members to not being able to interpret certain roles and chose to interpret their role prevailed. They therefore have limited the interpretation of auxiliary roles when the actors were asked and the interpretation of various roles in dramatic improvisations.

To avoid to work on preferential relations outside the group in exercises in dyads, I have specifically requested members to change partners every exercise, so that two members of the group do not work more than once together. I noticed throughout the group work, the occurrence of any phenomenon of subgroups of members. None of the members discussed the personal fears about known antigrup forces such as fear of fusion, fear of losing their sense of identity, fear of giving up the fantasy of being a special person or afraid to ask and to be refused.

The most favorable time for group members to reflect on group process was structured exercise I called "Group - our home." It was an exercise in which using objects and props (shawls, scarves, ties and other objects at hand), group members were free to determine their position within the group represented symbolically as a house, choosing that element of it to be. In the sharing phase, each had the opportunity to have their say about the resulting symbolic representation of the group and about their position in that representation. Speaking about the group, that on their home, its members were referred to the inevitable issues such as privacy, convenience, transparency, diversity, unity.

Given the stages of evolution of groups described by Yalom and Leszcz (2008) one can say that psychodrama group that I led did not exceed the initial stage of development in which members participate reluctantly, are moving, looking for position in group and are relatively dependent on indications of the leader. In the group there were no conflict, no struggle for dominance behavior or revolt against the leader or any member.

No negative comments were expressed, was not expressed any criticism or hostility to the leader. The group had a smooth evolution, characterized by tact and kindness, acceptance and mutual support. Although self-disclosure was quite high, it was not followed (only in few occasions) by the enactment of personal issues within protagonist games. However, self-disclosure has brought some benefits, since she enrolled in a constructive loop trust-feedback-interpersonal learning-self-disclosure.

Chapter 13. Processing, analysis and interpretation of results

Data processing was performed using SPSS 10.0.
Due to the small size of experimental sample (N1 = 11) and the control sample (N2 = 17) for research hypothesis testing I used nonparametric tests.

13.1 Results of the questionnaire to investigate the behavior of the leader of the group

For the first part of the questionnaire, the calculation of averages and standard deviations of the marks given by the 11 subjects of the experimental sample (1 for all disagree / agreed very little, 5 for total / very largely agree), resulting hierarchy of behaviors performed by me, for basic tasks in the group management.

It may be noted, from the hierarchy of these items, that the psychodrama group members appreciated in particular the fact that I managed to create a positive atmosphere within the group work, a warm and secure environment that encourages interaction increasingly varied and rich among its members. Were appreciated, largely, focus on the immediate needs of the group, addressing relevant topics and allocation of sufficient time for reflection on their experiences and extracting lessons required.

Most controversial aspects of how I paid for the group management tasks were firmness in ensuring members punctuality, attention to nonverbal aspects of communication and clear evidence of differences between group interactions (modeled by rules such as encouraging self-disclosure and honest feedback) and behaviors outside the group (modeled by ordinary social label).

From the average results for each item, were calculated the averages corresponding to the three tasks of the leader (from which we started the construction of the questionnaire), as shown in Table 7.

Table 7. Assessment, by the psychodrama group members, of degree of completion by the leader of its basic tasks

Task	Mean
Creating and maintaining group	4.18
Building a culture of group	4.47
Activation and the elucidation of here-and-now	4.18

I could notice, based on these means that group members felt that I managed to create a culture of group to ensure a warm climate, a constructive, friendly cohesive work group.

In the second part of the questionnaire, subjects stood on a Lickert scale from 1-7, closer to one or other of the two bipolar behavioral anchors used to describe a continuum of group leader behavior (eg from confidence to uncertainty, from an ordered to a disordered approach, etc..).

I calculated for each of the items average and standard deviation, depending on the placing on the scale. The lowest average indicated placement to the left pole of the continuum considered, and the highest average place to the right pole.

If the average of the experimental sample subjects for a certain item has exceeded 4, I dropped 4 of that average to show the marks from 0 to 3 intensity of the leader's behavior described by the right pole of that dimension of leadership style. If, however, mean value was below 4, I proceeded to the decline of 4 to show the marks from 0 to 3 intensity of the leader's behavior described by the left pole of that dimension of leadership style.

Based on decreasing ordering notes obtained, I can see that group members have greatly appreciated my honesty and transparency, unbiased way to treat them separately. It was appreciated clear expression of the meaning of the group. He came out my ability to be humble, to recognize my limits when was the case, "not to lose my head" because of comments I received from group members. I say, then, that my attitude was rather one of "facilitator" of the group's work, than one of "expert". My style of leadership was democratic, but not necessarily nondirective, because some group members felt that at certain times of work I am offered appropriate advice or possible solutions.

Most controversial aspects of my leadership style were:
- If I was conciliatory, courteous or rather challenging
- Whether I offered some tips or solutions
- If I was strict enough to ensure punctuality of the members.

My behavior as a leader, although calm, relaxed, informal, was described as fairly mild, not very expressive and reserved to physical contact with group members.

13.2 The results of Q-sort technique for evaluation of Yalom's therapeutic factors

Q-sort technique was applied to assess the therapeutic factors in psychodrama which the group members were considered to be important in explaining the results obtained by them. Based on their position has been taken, as important, by the 11 members of psychodrama group, was calculated for each of the 60 items corresponding therapeutic factors, the average rank assigned. Note that a lower rank of an item means that it was given greater importance, being passed by one of the top positions in order of preference.

Note that psychodrama group members were particularly valued the opportunity to learn new things about themselves, because honest and responsible feedback that they received. They found not only the impression create to others, but also unknown, less acceptable parts of themselves, which were then in a position to accept. Sometimes, they could find the source, with origins in the past, of some of their present problems. They also appreciated that improved their ability to approach people, to be more assertive and express feelings. Finally, have reinforced the belief that they are solely responsible for how they live, they deserve to turn their attention to really important things and try to leave as little caught up in trivialities.

For each of the 12 Yalom's therapeutic factors were calculated means, from the average rank of items that compose them. Thus, in table 11 is highlighted hierarchy of therapeutic factors according to their importance was attributed by the psychodrama group for personal development members.

It is interesting to point out that members of psychodrama groups in Israel have indicated, at the end of their groups as being the most important therapeutic factors interpersonal learning, catharsis, group cohesion and self-understanding (Kellermann, 1985). Of these therapeutic factors (self-understanding and interpersonal learning - divided into input and output interpersonal learning) are even therapeutic factors that take in even this order, the top three positions in the hierarchy of therapeutic factors to be considered most important by members of personal development group through psychodrama, who participated in this research.

Table 11. Hierarchy of Yalom's therapeutic factors

Hierarchy	Therapeutic factors	Means
1	Self-understanding	24,27
2	Interpersonal learning – input	26,47
3	Interpersonal learning – output	27,00
4	Existential factors	27,89
5	Instilation of hope	28,02
6	Catharsis	29,49
7	Family re-enactment	29,67
8	Group cohesion	30,70
9	Altruism	31,36
10	Guidansce	33,98
11	Universality	36,38
12	Identification	41,61

The other two therapeutic factors average positions, located on the top positions by members of psychodrama groups in Israel - the catharsis and group cohesion -, was sixth and eighth respectively in the hierarchy of the 12 therapeutic factors resulting from this research. One explanation for the slightly lower importance given to catharsis and therapeutic factors of group cohesion by members of our psychodrama group for personal development in relation to members of psychodrama groups in Israel, is that psychodrama groups in Israel were predominantly therapeutic, oriented to catharsis (as long as the release of repressed emotions and symptoms) and to group cohesion (resulting from sharing of common suffering) were granted, perhaps, greater importance in the healing process.

According to Yalom and Leszcz (2008, 107): "The same trio of the most important therapeutic factors (interpersonal learning-input, catharsis and self-understanding) has been reported in studies of personal development groups."

The fact that in the penultimate meeting of the group, one of the group members appeared at the time of arrival flash, very upset by the recent suicide of a cousin suffering from an incurable disease, has helped to give greater importance to existential factors by psychodrama group members. In fact, this revelation made in the group was immediately followed by a discussion that addressed the fundamental problems of death and anguish.

A therapeutic factor quite high valued was that of instilation of hope.

It can be appreciated therefore that psychodrama group for personal development members appreciated, in particular, the opportunity to receive feedback from other members and learn some things about the effects of their behavior on other people in a social microcosm reproducing, at smaller scale, the larger living space. They had the opportunity to optimize their relationships, to experiment and validate new ways of relating to others. They could also develop social skills by understanding that sometimes there are discrepancies between intentions and its actual impact of behavior on others. Group members felt encouraged to recognize, integrate and express oneself freely parts previously maintained in shadow and to expand understanding of itself. The raids in the past that psychodrama occasions, favors understanding the relationship between past and present and a better knowledge of themselves, due to integration of new mental contents.

In fact, the sequence of learning assumed to be covered by each member of the group was described by Yalom and Leszcz (2008, 192):

1. Here is how is your behavior! Member learning through feedback and then see himself as others saw.
2. Here is how your behavior makes others feel! Member find out the impact of his behavior on other group members.
3. Here is how your behavior affects views that others have of you! Member finds that, due to his behavior, he values the other, look with confidence, avoid it or find it distasteful.
4. Here is how your mind influences behavior that you have about yourself! Based on information collected in the first three steps, the group member make self-evaluation, judgments about yourself.

Choice, for the last positions of the hierarchy of these items, the therapeutic factors as guidance, universality and identification is relatively easily explained.

Guidance, the process of influencing the behavior of members by offering advice from leaders and group members is generally discouraged in psychodrama and so I did in the personal development group.

Universality, ie the discovery that the others may have similar problems, is a factor which was attributed little significance as personal development group members did not share common suffering, as in psychotherapy or self-help groups. Various structured exercises has outlined rather unique life experiences of members and how they perceive themselves.

Identification is also a factor which psychodrama group for personal development members have given little importance. As group leader I have tried, wherever possible, to not offer myself as a model and not to be a focus on the activities. I took rather a role of facilitator rather than a role of charismatic leader that can be taken as a model. Group members were less likely to look to colleagues in the group, but were concerned to define their own way forward their personal development.

Up to this point of research, I paid attention to the main variables involved in explaining the results of personal development group, ie:
- *Formal theory of change* (the description of psychodrama, used for structuring group activities for personal development)
- *Small group process* (using the audio transcripts of meetings and investigating change mechanisms with Q-sort technique to assess the Yalom's therapeutic factors)
- *Leader* (by investigating its behavior with a questionnaire developed for this purpose)
- *Participants* (young people, with distinctive features of this period of age)
- *Structural factors* (related to homogeneous and closed nature of the group, the duration and frequency of meetings, etc.)

There is in quantitative manner, the results obtained using appropriate nonparametric tests for this.

13.3 Mann-Whitney U test for small independent samples - the pre-test

Mann-Whitney U test was used to verify the null hypothesis that, before handling the independent variable (participation / non-development group), there were no

significant differences between the two samples (experimental and control) in terms of dependent variables considered in view (anxiety, empathy, personality traits).

In the following tables are averages and standard deviations of pre-test, U values obtained and two-tailed significance levels appropriate, and the number of subjects in the two samples in separate tables for each instrument of research in part.

Table 13. Mann-Whitney U test for small independent samples - the pre-test
Cattell's Anxiety Scale

Dependent Variable	Experimental sample		Control sample		U	p (two-tailed)	N_1	N_2
	Mean	Standard deviation	Mean	Standard deviation				
Overall anxiety	37,91	7,50	33,76	9,78	65	0,179	11	17
Veiled anxiety	21,18	4,05	19,71	4,15	70	0,265	11	17
Manifested anxiety	18,18	4,05	15,06	6,50	64,5	0,171	11	17
Q_3 anxiety	7,36	2,29	6,82	2,43	83	0,615	11	17
C anxiety	5,36	2,20	4,18	2,10	68	0,223	11	17
L anxiety	3,55	1,97	3,53	1,37	92	0,943	11	17
O anxiety	5,64	2,80	4,65	2,74	75	0,380	11	17
Q_4 anxiety	11,45	4,18	9,29	3,70	60,5	0,119	11	17

For any of the dependent variables in Table 13, p significance level (two-tailed) was not below the threshold p = 0.05, so I concluded that there were not, before their activities for personal development group, significant differences between scores of young people in the experimental sample and scores of young people in the control sample for any of the 8 scales and subscales of anxiety Scale - Cattell. This finding confirms specific hypothesis number 1.

Random assignment of subjects in the experimental and control sample provided the similarity of the two samples in terms of anxiety dependent variable.

However, it should be noted that the experimental sample average for general anxiety dependent variable is 37.91, while the the control sample average is less, ie 33.76. One possible explanation is that anticipation of potential dangers of self-disclosure and "betrayal" of their vulnerabilities in psychodrama group for personal development of young people in the experimental sample made to be more likely to report pre-testing, higher levels of general anxiety than those in the control sample.

Table 14. Mann-Whitney U test for small independent samples - the pre-test
Davis's Interpersonal Reactivity Index

Dependent Variable	Experimental sample		Control sample		U	p (two-tailed)	N_1	N_2
	Mean	Standard deviation	Mean	Standard deviation				
Perspective taking	17,73	7,11	19,59	4,20	81	0,555	11	17
Fantasy	20,45	3,91	19,65	4,49	84,5	0,671	11	17
Emphatic concern	20,82	4,92	21	4,46	90	0,868	11	17
Personal distress	16	5,66	12,35	4,43	54	0,062	11	17

For any of the dependent variables in Table 14 p, significance level (two-tailed) was not below the threshold p = 0.05, so I concluded that there were not, before their activities for personal development group, significant differences between the scores of young people in the experimental sample and scores of young people in the control sample, for any of the four scales of empathy interpersonal reactivity Index - Davis. This finding confirms the specific hypothesis number 2.

Random assignment of subjects in the experimental and control sample provided the similarity of the two samples in terms of empathy dependent variable.

On Table 14, is remarkable, however, that for personal distress dimension of empathy, for the subjects in the experimental sample average is 16, while for the control subjects in the sample average is 12.35. This difference could be attributed to the tendency of subjects in the experimental sample to create a good impression, even before the start of group activities for personal development, to declare more empathetic in relation to the suffering of others and thus to show more likely to live stress and psychological discomfort regarding this suffering.

Table 15. Mann-Whitney U test for small independent samples - the pre-test
Cattell's 16 PF Questionnaire

Dependent Variable	Experimental sample		Control sample		U	p (two-tailed)	N_1	N_2
	Mean	Standard deviation	Mean	Standard deviation				
A factor	11,18	3,28	10,35	2,52	79	0,491	11	17
B factor	7,91	1,97	8,65	1,90	72,5	0,314	11	17
C factor	16,09	4,25	16,29	4,15	87	0,759	11	17
E factor	10,82	3,66	12,88	3,64	60,5	0,119	11	17
F factor	14,82	4,75	17,41	5,15	66	0,192	11	17
G factor	14	2,53	12,24	3,77	69,5	0,254	11	17
H factor	12,27	5,71	13,65	5,21	80	0,524	11	17
I factor	13,09	4,48	13,24	3,54	93	0,981	11	17
L factor	9,45	3,21	9,59	3,71	87,5	0,776	11	17
M factor	12,73	2,72	10,71	3,26	63,5	0,155	11	17
N factor	10,55	2,50	9,18	2,04	67	0,188	11	17
O factor	9,64	3,01	9,88	5,68	87,5	0,777	11	17
Q_1 factor	9	2,53	9,24	3,09	75	0,379	11	17
Q_2 factor	11,91	3,27	12,24	3,17	88	0,794	11	17
Q_3 factor	12,55	3,27	11,24	3,03	78,5	0,476	11	17
Q_4 factor	14,82	5,19	14,59	4,65	89	0,832	11	17

As if any of the dependent variables in Table 15 p significance level (two-tailed) was not below the threshold p = 0.05, we concluded that there were not, before their activities for personal development group, significant differences between the scores of young people in the experimental sample and scores of young people in the control sample, for any of the 16 personality factors. This finding confirms the specific hypothesis number 3.

Random assignment of subjects in the experimental and control sample provided the similarity of the two samples in terms of personality dependent variable.

13.4 Wilcoxon test (paired samples) for the control sample

Testing of experimental hypothesis, ie that participation in psychodrama group produced measurable physiological changes (in the anxiety, the empathy and personality), involved comparing pre-test data and post-test data, separately for each of the two samples (experimental and control). To this end, the Wilcoxon test was used. Null hypothesis is that there are not significant differences between pre-test data and post-test data.

Table 16. Wilcoxon test (paired samples) for the control sample
Cattell's Anxiety Scale

Dependent Variable	Pre-test		Post-test		Z	p (two-tailed)	N_2
	Mean	Standard deviation	Mean	Standard deviation			
Overall anxiety	33,76	9,78	33,88	11,18	- 0,143	0,886	17
Veiled anxiety	19,71	4,15	18,53	5,40	- 1,302	0, 193	17
Manifested anxiety	15,06	6,50	16,35	6,42	- 1,549	0,121	17
Q_3 anxiety	6,82	2,43	6,94	2,79	- 0,365	0,715	17
C anxiety	4,18	2,10	4,18	2,53	0,001	1,000	17
L anxiety	3,53	1,37	3,71	1,45	- 0,879	0,380	17
O anxiety	4,65	2,74	4,88	3,30	- 0,159	0,874	17
Q_4 anxiety	9,29	3,70	9,74	4,03	- 0,073	0,942	17

Following the Z scores and significance levels of p (two-tailed) of Table 16, it was found that no significant differences between the pre-test scores of young people in the control sample and their post-test scores for any of Cattell anxiety Questionnaire scales. This finding confirms the specific hypothesis number 4.

Table 17. Wilcoxon test (paired samples) for the control sample
Davis's Interpersonal Reactivity Index

Dependent Variable	Pre-test		Post-test		Z	p (two-tailed)	N_2
	Mean	Standard deviation	Mean	Standard deviation			
Perspective taking	19,59	4,20	19,41	4,39	- 0,315	0,753	17
Fantasy	19,65	4,49	19,53	3,78	- 0,372	0,710	17
Emphatic concern	21	4,46	20,24	3,78	- 1,589	0,112	17
Personal distress	12,35	4,43	12,41	4,72	- 0,406	0,684	17

Following the Z scores and significance levels of p (two-tailed) of Table 17, it was found that, for any of the Interpersonal Reactivity Index scales - Davis, no significant differences between the pre-test scores of young people in the control sample and scores obtained in post-test. This finding confirms the specific hypothesis number 5.

Table 18. Wilcoxon test (paired samples) for the control sample
Cattell's 16 PF Questionnaire

Dependent Variable	Pre-test		Post-test		Z	p (two-tailed)	N_2
	Mean	Standard deviation	Mean	Standard deviation			
A factor	10,35	2,52	10	2,60	- 1,100	0,271	17
B factor	8,65	1,90	8,76	1,82	- 0,540	0, 589	17
C factor	16,29	4,15	16,06	4,74	- 0,646	0,518	17
E factor	12,88	3,64	12,53	4,23	- 0,670	0,503	17
F factor	17,41	5,15	16,65	3,87	- 0,677	0,530	17
G factor	12,24	3,77	12,76	3,73	- 1,027	0,304	17
H factor	13,65	5,21	13,24	5,58	- 0,563	0,573	17
I factor	13,24	3,54	13,82	3,34	- 1,287	0,198	17
L factor	9,59	3,71	8,88	4,09	- 1,392	0,164	17
M factor	10,71	3,26	11,06	3,61	- 0,718	0,472	17
N factor	9,18	2,04	9,71	1,99	- 1,310	0,190	17
O factor	9,88	5,68	9,59	5,23	- 0,202	0,840	17
Q_1 factor	9,24	3,09	9,71	3,39	- 0,706	0,480	17
Q_2 factor	12,24	3,17	12,53	3,34	- 0,761	0,447	17
Q_3 factor	11,24	3,03	11,94	3,40	- 0,690	0,490	17
Q_4 factor	14,59	4,65	14,41	3,86	- 0,602	0,547	17

Following the Z scores and significance levels of p (two-tailed) of Table 18, it was found that no significant differences between the pre-test scores of young people in the control sample and their post-test scores for either personality factors of 16 PF Questionnaire - Cattell. This finding confirms the specific hypothesis number 6.

13.5 Wilcoxon test (paired samples) for the experimental sample

Table 19. Wilcoxon test (paired samples) for the experimental sample
Cattell's Anxiety Scale

Dependent Variable	Pre-test		Post-test		Z	p (two-tailed)	N_1
	Mean	Standard deviation	Mean	Standard deviation			
Overall anxiety	37,91	7,50	36,27	10,72	- 0,846	0,397	11
Veiled anxiety	21,18	4,05	20,55	5,41	- 0,600	0,549	11
Manifested anxiety	18,18	4,05	16,73	6,34	- 1,115	0,265	11
Q_3 anxiety	7,36	2,29	6,91	2,74	- 0,720	0,472	11
C anxiety	5,36	2,20	5,18	1,83	- 0,365	0,715	11
L anxiety	3,55	1,97	3,73	1,90	- 0,543	0,587	11
O anxiety	5,64	2,80	4,73	2,83	- 1,305	0,192	11
Q_4 anxiety	11,45	4,18	10,91	5,01	- 0,639	0,523	11

Following the Z scores and significance levels of p (two-tailed) of Table 19, it was found that no significant differences between the pre-test scores of young people in the experimental sample and their post-test scores for any of the scales Cattell Anxiety Questionnaire. This finding disproves the specific hypothesis number 7.

Although, after participating in psychodrama group for personal development, it is found, for the experimental sample, a decrease in general anxiety average of 37.91, in

the pre-test, to 36.27, in the post-test, this decrease was not significant. Given the data in Table 16, which shows that if for the control sample, the general anxiety average of the pre-test (33.76) remained relatively constant (as of 33.88 in the post-test), we can assume that the decrease anxiety levels of young people in the experimental sample due to their participation in the psychodrama group for personal development.

To obtain, however, a significant decrease in anxiety level of these subjects would be needed, perhaps a more consistent handling of the independent variable, or by their participation in a psychodrama group for personal development with a significantly higher number of hours, or by focusing more on enactment of some personal issues (games with a greater depth) and less on structured exercises (fun and beneficial for group cohesion, but superficial). It is important mentioning here that the nature of psychodrama group work is to focus, in turn, on each member, so that an increase in the number of hours allocated to the group, increase the chance that each group member to be the protagonist. In psychodrama, the most important means of generating change is involved in playing the protagonist, by enactment a personal themes. For this to happen, everyone in the group is, however, need time to gain confidence in the group, overcoming resistance and to take the risk (more or less imaginary) supposed to play the protagonist.

Table 20. Wilcoxon test (paired samples) for the experimental sample
Davis's Interpersonal Reactivity Index

Dependent Variable	Pre-test		Post-test		Z	p (two-tailed)	N_1
	Mean	Standard deviation	Mean	Standard deviation			
Perspective taking	17,73	7,11	18,91	5,28	- 0,758	0,448	11
Fantasy	20,45	3,91	19,27	5,87	- 0,476	0,634	11
Emphatic concern	20,82	4,92	22,64	4,25	- 1,482	0,138	11
Personal distress	16	5,66	14,73	6,25	- 1,338	0,181	11

Following the Z scores and significance levels of p (two-tailed) from Table 20, it was found that, for any of the Interpersonal Reactivity Index scales - Davis, no significant differences between the pre-testing scores of young people in the experimental sample and their post-test scores. This finding disproves the specific hypothesis number 8.

There is an increase in average of young people in the experimental sample from 17.73 to 18.91, for the scale of adoption of perspective, while the control sample average on this cognitive scale of empathy remained practically constant (to changed from 19.59 to 19.41). It can be appreciated, therefore, that by participating in group activities involving psychodrama, young people in the experimental sample improved (indeed, not very much) the ability to put in place of other people, to see situations from their perspective and take more in account their views. For a significant improvement in this capacity, it would probably take several hours of psychodrama, in which as many young people have the opportunity to role reversal, in many times and different contexts.

For scale of imagination, I found between pre-test and post-test, a decrease from 20.45 to 19.27 average for the experimental sample, while the average for control sample remained relatively constant (from 19.65 in the pre-test to 19.53 in the post-test). Perhaps this drop in scores has to do with awareness among young people in psychodrama group

about unlocking the necessary spontaneity to overtaking the difficulties of interpreting a role or another. Faced with the task to play spontaneously a variety of roles, they could realize that translating in the fictional roles (in movies, books, plays) is not an easy task to fulfill.

For empathic concern scale, if for the control sample we observed a decrease in the average, from 21 in pre-test to 20.24 in post-test, for young people in the experimental sample we found reversed so that the pre-test average was 20.32 and increased to 22.64 after their participation in personal development group. The explanation for this trend may be that the environment of psychodrama group was warm and protective, guided by rules of self-help, which has encouraged some members to show empathic concern in relation to others. Psychodrama group, and personal development groups in general, encourages self-disclosure and constructive feedback on this self-disclosure, receiving and providing support. It is possible that after spending over 60 hours in such a group and had the opportunity to be useful, to help the others from the position of auxiliary or in sharing stage, group members rank themselves higher on their cordiality and courtesy, empathy and concern towards other people.

For personal distress scale, the average remained constant in the control sample (12.35 in pre-test to 12.41 in post-test), but in the experimental sample fell from 16 in pre-test to 14.73 in post-test. Decrease of anxiety and psychological discomfort experienced by young people as a result of attending the suffering of others, found at the end of psychodrama group, can be linked directly with the trend found by reducing the general level of anxiety, with a sort of "emotional desensitization" and the understanding that suffering is a universal phenomenon, in which each person move one way or another.

Table 21. Wilcoxon test (paired samples) for the experimental sample
Cattell's 16 PF Questionnaire

Dependent Variable	Pre-test		Post-test		Z	p (two-tailed)	N_1
	Mean	Standard deviation	Mean	Standard deviation			
A factor	11,18	3,28	10,45	2,98	- 1,410	0,158	11
B factor	7,91	1,97	8,64	1,86	- 0,998	0,318	11
C factor	16,09	4,25	15,64	4,46	- 0,103	0,918	11
E factor	10,82	3,66	10,36	3,29	- 0,417	0,677	11
F factor	14,82	4,75	13,45	5,07	- 1,190	0,234	11
G factor	14	2,53	12,18	2,75	- 2,209	0,027	11
H factor	12,27	5,71	11,18	4,40	- 1,071	0,284	11
I factor	13,09	4,48	14,55	3,53	- 1,781	0,075	11
L factor	9,45	3,21	9,64	4,52	- 0,406	0,685	11
M factor	12,73	2,72	11,55	3,72	- 1,679	0,093	11
N factor	10,55	2,50	10,82	2,44	- 0,870	0,435	11
O factor	9,64	3,01	9,36	4,18	- 0,543	0,587	11
Q_1 factor	9	2,53	8,91	2,07	- 0,315	0,752	11
Q_2 factor	11,91	3,27	13	3,61	- 1,594	0,111	11
Q_3 factor	12,55	3,27	11,73	3,58	- 0,256	0,798	11
Q_4 factor	14,82	5,19	14,91	4,01	- 0,353	0,724	11

On personality factors, was found one significant difference between raw scores of young people in the experimental sample obtained in pre-test and their scores in post-

test for G personality factor (superego strength versus weak superego), (Wilcoxon: N1 = 11, z = - 2.21, p = 0.027).

It should be noted that for the G personality factor (superego strength versus weak superego), pre-test average scores for young people in experimental sample is 14.00 and the corresponding standard deviation 2.53. In post-test mean scores of young people in the experimental sample is 12.18, and standard deviation 2.75.

The average scores of the subjects in the control group from pre-test, for the same factor is 12.24, with a standard deviation of 3.77. Their post-test average scores is 12.76, with a standard deviation of 3.73. The difference between raw scores obtained in the pre-testing of young people in the control sample and the scores obtained in the post-test, for G personality factor (superego strength versus weak superego) is insignificant (Wilcoxon: N2 = 17, z = - 1, 03, p = 0.304).

We found, based on these data, that one effect of adolescent participation in the experimental personal development group was a significant decrease in raw scores obtained on personality factor G (superego strength versus weak superego). For young people in the control group is observed, however, a slight increase in scores for this factor.

This means that, after participating in psychodrama group, group members in the experimental sample were found to be more likely (than young people in the control sample) to accept that sometimes are not responsible, that they are not always tidy, conscientious or persistent. They have recognized, more easily, trends to have a low tolerance to frustration, that are sometimes inconsistent and changeable, that they can have a very casual attitude against the rules and social manners.

This trend for psychodrama group members, at the end group, to more easily assign a weak superego features may have as explanation in the process of self-disclosure initiate in group. Group members can see how others perceive them, without suffering any negative consequences because of that, which inspires courage to do, in turn, self-disclosure. They learn that being open does not necessarily make you vulnerable, that as there are more self-disclosure in group, increases feelings of intimacy and cohesion. Self-disclosure entails the opportunity to receive feedback from group members to discover and accept, as the existence of "blind spots" and "weaknesses" in their personalities.

For the other 15 personality factors, was not found any significant difference between the scores of young people in the experimental sample in pre-test and their scores in post-test. This confirms only partially the specific hypothesis number 9.

Chapter 14. Case study

I dedicated a case study to Cristina, one of the group members. This case study highlighted some psychological benefits derived her participation in psychodrama group for personal development. The most important of these is a significant decrease from a high level of anxiety, indicating the existence of psychological problems that required professional intervention, to a medium, normal level of anxiety. We also found positive results in the emotional dimension of empathy, an increase of ability to show compassion and empathic concern for others and a reduction in personal distress, or psychological discomfort produced by observation of others in difficult situations. It was a self-concept change, as evidenced by modifying standard notes for personality factors. I noted a

greater awareness of his suspicious style of relating to others, a tendency to reduce the self-undervalue and self-acussing. Upon completion of psychodrama group, she is considered to be less shy and inhibited.

Conclusions

The main approach of the research was to verify, through an experimental study, if the participation of young people in psychodrama group for personal development produces results, measurable psychological changes. An original feature of the approach is a concern for the mechanisms of change responsible for these results as they were perceived by group members. For this, we investigated which of Yalom's therapeutic factors were most appreciated by members of the psychodrama group. In addition, as an important factor, which depended largely results, was investigated the leadership and interpersonal style of the leader using the questionnaire to investigate the behavior of personal development group leader, which I created and applied for this purpose.

In the theoretical work has clarified the meaning of the concept of "personal development", has presented a history of personal development groups, and described the theoretical and methodological frame of psychodrama, which was the basis for organizing the psychodrama group for young people and interpreting and explaining results.

Research design was that of a randomized clinical trial, the independent variable was participation / non participation in activities of psychodrama group for personal development.

Random assignment of subjects in the experimental sample, respectively in the control sample, in the pre-test, led to no significant differences between groups for any of the dependent variables: anxiety (general, veiled, manifest, Q3, C, L , O, Q4), empathy (perspective approach, imagination, emotional concern, personal distress) or personality (the Cattell's 16 personality factors).

To verify this, we used non-parametric Mann-Whitney U test for independent small samples.

Since we found no significant differences between the scores of the two samples in the pre-test, confirmed the first three specific hypotheses:

1. In pre-testing, no significant difference between scores of the young people in the experimental sample and the scores of the young people in the control sample, for the Cattell's Anxiety Questionnaire scales.

2. In pre-testing, no significant difference between scores of the young people in the experimental sample and scores of the the young people in the control sample, for the Davis's Interpersonal Reactivity Index scales.

3. In pre-testing, no significant difference between scores of the young people in the experimental sample and scores of the young people in the control sample, for the main personality factors of the Cattell's 16 PF Questionnaire.

To check progress of the young people scores in the experimental sample, and that of the control sample, between pre-test and post-testing, because handling the independent variable (participation / non participation in psychodrama group activities for personal development), we used non-parametric Wilcoxon test for small correlated samples.

For the control sample, there was no significant difference between the pre-test scores and the post-test scores so that the following specific hypotheses were confirmed:

4. There is no significant difference between the pre-test scores of young people in the control group and their post-test scores, for the Cattell's Anxiety Questionnaire scales.

5. There is no significant difference between the pre-test scores of young people in the control group and their post-test scores, for the Davis's Interpersonal Reactivity Index scales.

6. There is no significant difference between the pre-test scores of young people in the control group and their post-test scores, for the personality factors of Cattell's 16 PF Questionnaire.

For the experimental sample, the only significant difference between the pre-test and the post-test scores was for the G personality factor (strength superego versus weak superego).

Thus, the following specific hypotheses were canceled:

7. In post-test, scores of young people in the experimental sample are significantly lower than in pre-test, for the Cattell's Anxiety Questionnaire scales.

8. In post-test scores of young people in the experimental sample are significantly higher than in pre-test, for the Davis's Interpersonal Reactivity Index scales.

Instead, specific hypothesis 9 is confirmed in part (for one of the 16 Cattell's personality factors, that for G factor - weak superego versus strong superego).

9. In post-test, scores of young people in the experimental sample are significantly different than in pre-test, for the personality factors of Cattell's 16 PF Questionnaire.

It can be said that young people scores in the experimental sample, for G personality factor (weak superego versus strong superego) are significantly lower in post-test (after their participation in psychodrama group activities) than in pre-test (before their participation in personal development group). This is the only significant difference found between the pre-test and post-test scores of young people in the experimental sample for the 16 personality factors of Cattell's questionnaire.

Confirmation of specific hypotheses 1 and 4 and refutation of hypothesis 7 resulting in the refutation of general hypothesis 1: "If young people participate in the activities of a psychodrama group for personal development, then decrease their anxiety level."

In other words, while participating in psychodrama group has been a downward trend in the level of general anxiety of young people in the experimental sample, this decrease was not found to be significant.

Confirmation of specific hypotheses 2 and 5 and refutation of hypothesis 8 resulting in the refutation of general hypothesis 2: "If young people participate in the activities of a psychodrama group for personal development, then increased their empathy."

For young people who were members of psychodrama group for personal development, I found a trend of increased their scores for scales of empathic concern and perspective taking, but this increase was not significant. I also found a decrease in average score of imagination and personal distress scales, but this decrease was insignificant.

Confirmation of specific hypotheses 3 and 6 and partial confirmation of specific hypothesis 9 confirm partial the general hypothesis 3: "If young people participate in the activities of a psychodrama group for personal development will occur changes in their personality traits." I found a significant decrease in scores of young people, for the G personality factor (weak superego versus strong superego), as a result of their participation in psychodrama group for personal development. We can say therefore that the only significant change in the personality traits for young people in the experimental sample consisted in a greater willingness to accept that there are relatively many situations when they show a lack of consciousness, that sometimes avoid taking the necessary responsibilities, that may be inconsistent and capricious, relatively intolerant to frustration and do not always follow the rules and social manners.

The general conclusion is that, for the dependent variables considered, were changes in scores of the young people in the experimental sample, but these changes were not statistically significant.

Experience to produce the most significant change is playing the protagonist role in psychodrama. In psychodrama, people learn and change most when they are in the role of protagonist and board through enactment, issues of great relevance for themselves. By its nature, psychodrama group for personal development activities was centered successively on one member of the group so that members could be no more than once protagonists. Usually choosing a protagonist was mere a continuation of a structured exercise, which is required to be materialized through enactment. Thus, there were not profound, personal, highly emotional themes, but rather superficial themes.

When significant self-disclosure were made, they were not followed by the desire to explore the conflicts and difficulties involved on the psychodrama stage, most likely due to resistance, the members fear to be ridiculous, to lose a certain status in the group, to disclose their weaknesses and to look vulnerable, unable to take necessary risks.

When the protagonist play was a continuation of structured exercises (such as the materialization of a social atom, which was originally drawn on paper, as a family picture, for instance), auxiliaries have had, often, minor roles, reduced to a few lines. As such, their learning experiences were not very extensive.

My freedom for using a variety of techniques of psychodrama in very different contexts, was more restricted by the group members reduced propensity to engage in role-plays with the depth and magnitude of self-disclosure made. Only at the tenth meeting of the group, taking advantage of a reduced presence of its members, I have had on the psychodrama stage three protagonists who engage in exploring their inner conflicts, with the empty chair technique.

Results showed that the simple self-disclosure of psychodrama group members produces no change, unless it is accompanied by the desire to put on stage situations that illustrate the nature of intrapersonal or interpersonal difficulties. From this point of view, were probably need more group meetings, during which to be among members and between members and leader, a sufficiently level of confidence, to overcome resistance and taking risks of addressing deeper issues.

By applying, at the end of group activities for personal development, the questionnaire to investigate the personal development group leader behavior and tracking responses to items in the first part of it, the group members agreed to the greatest extent, first, my ability to encourage more active involvement of the members and a rich

interaction. It was appreciated that this interaction was not left to chance, but was shaped by norms of behavior in group explicitly stated and accepted by all members, since the first meeting of the group.

The living interaction and the safe conduct of this has helped create a warm, positive and constructive atmosphere, which was also highly appreciated. Unbiased nature of my intervention caused the group to appreciate that they have received relatively equal attention from the leader.

Overall, the group agreed that from the three main tasks envisaged in the group management, I paid more on the task to build a warm, constructive, positive culture, to conduct properly the business of self-discovery and personal development. They agreed, also largely, I have taken steps to create and maintain group and I managed to determine the group to focus on what happened in the "here-and-now" and then to process cognitive the observed facts, and I fulfilled successfully the two other management tasks.

In the second part of the questionnaire, dedicated to investigation interpersonal style that I adopted in the group management, it appeared that I was perceived as, first, honest and fair in relation to members, sufficiently transparent and willing to self-disclosure. Perhaps, from this point of view, my behavior served as a model and favored a high self-disclosure in the group. It was appreciated, in particular, that I proved modesty, refusing to adopt an attitude of expert, characterized by superiority and distance. My role in the group was perceived rather as a facilitator.

My behavior was perceived to be relaxed, informal, but not very expressive and rather moderate. I left, as much as possible, to the group decisions on how to work (in dyads, subgroups or the whole group), the manner of electing the protagonist, the order of interventions, so to give activity a participatory character.

Most of the group members considered that I used a style of leading quite conciliatory and courteous, but there were four members who have sometimes felt challenged by a style of leading, considered them to be quite combative. And on providing advice, opinions were quite divided, showing the majority opinion that I preferred the more to suggest the existence of alternative ways of approaching situations or solving problems, not to give advice directly.

Psychodrama group for personal development members were asked that, in retrospect their experiences within the group, to put in order of importance, the 60 items corresponding to the 12 Yalom's therapeutic factors (5 items for each factor). Based on average ranks, it appeared that the first therapeutic factors are, in order of importance, self-understanding, interpersonal learning - input and interpersonal learning - output.

In other words, group members underlined the importance of understanding the relationship between past and present. Sometimes they could understand the origins of the present behaviors and attitudes are related to past relationships with significant people in their lives. They are considered to be very useful discovery of the less known parts of themselves, mostly positive, such as the ability to behave with altruism, to relate more closely with others and to behave with compassion. Change in self-understanding encouraging group members to recognize, integrate and express freely their unknown parties, so far darker. Otherwise, they may feel constantly on guard, prey to the inexplicable impulses which require their expression. It should be noted, however, that self-understanding does not produce automatically change. By removing ambiguity, self-knowledge could lead, to some members, to decrease anxiety and thus to increase

spontaneity (psychodrama group for personal development stated objective). Even if self-understanding does not necessarily, by itself, change, it can be a starting point for this.

Importance given by group members to therapeutic factor of interpersonal learning show that they develop self-concept based on the perceived estimates of significant others. Self-esteem is largely based on what they read in the eyes of important individuals for him. For this reason, the quality of interpersonal relationships is of utmost importance for the wellbeing of the person. Psychodrama group members appreciated the opportunity they have been given to examine their tendencies to distort how others perceive them. For this, they were able to use consensual validation, ie comparison of their interpersonal evaluations with those of others. To this end, they were invited to participate in spontaneous and honest relationships with others, and then reflect on this experience. Group members have time to manifest themselves and to reproduce in the group the way they interact with others outside. They were thus able to differentiate between appropriate behavior and less adequate behavior from reaction of other members of the group, or leader, to them. Interpersonal understanding mechanism was created through constructive trust-self-disclosure-feedback-self-reflexive loop, increased self-disclosure. Group members were able to show behavior and then, through feedback and self-obsevation to become better witnesses of their own behavior and to assess its impact on the reactions and opinions of others and how, finally, they get their own assessment of themselves, based on these reactions and opinions.

The least valued therapeutic factors by the members of psychodrama group for personal development were guidance, universality and identification.

Guidance, or transmission of information and offering advice, is least used in psychodrama. Express indication for the personal development group members was to avoid giving advice and in the sharing stage following an enactment to refer to those experienced by themselves in the role of protagonist, auxiliary or member of the audience. As such, there were few situations where the leader or any member of the group offered advice.

Although there were enough situations where group members could see that face similar challenges and share common suffering, it seems that this discovery was not much valued. Universality is a factor valued more in the psychotherapy group where members share their psychological difficulties. But for young people in our group for personal development, it seems it was more important to understand himself, by discovering what is different from others, which are the attitudes and behaviors characterizes them and less important to note that others have similar difficulties.

Group members were given the lowest importance of learning by identification with other group members or leader and imitate their behavior.

Part of the work for group process investigation shows that despite increased self-disclosure group members have expressed resistance to exploring their inner conflicts and their interpersonal difficulties by putting them on stage. This type of "front" behavior specific to early developmental stages of a group, was only several times exceeded and contributed significantly to reducing the amplitude of changes anticipated. Presented case study shows, however, that, for a member of personal development group, to overcome the initial resistance to be the protagonist in his play resulted in a significant reduction in anxiety levels and a slight improvement on empathic capabilities.

Limitations of research

The main limitation of the study is its relatively small number of subjects. If the number of subjects in the experimental sample (11) was limited by the number of 10-15 people, considered to be optimal for a psychodrama group, number of subjects in the control sample (17) is relatively small.

Since female subjects predominate, both in experimental sample (10 of 11) and in the control group (15 of 17) research results can be extrapolated only for females.

Subjects age ranged between 18 and 23 years, most having between 18 and 20 years, and the results can be extrapolated only for this age group.

In addition, all subjects are psychology students, whose motivation to participate in psychodrama group activities is not only a desire for personal development, but to an extent which has not been determined, the desire for professional development through direct knowledge of psychodrama method. And this limits the possibility of extrapolation of results only for the psychology students.

Next steps

In order to deepen the results of this research, I proposed to undertake the following actions:
- To provide a personal development group consists of young people who are not students of socio-human and those motivation for participation is not only the personal and professional development
- To co-opt a second leader to lead the group into team and give more attention to group processes
- To diminish during the activity, the number of structured exercises in favor of involvement of several members of the group in the protagonist roles on topics of great personal relevance
- To adopt a style of leadership more challenging and confrontational, able to overcome resistance (with the tact required)
- To operationalize exactly what is the change through psychodrama
- To select other research instruments, able, in a greater extent, to highlight changes in the participants
- To use interviews to obtain information about the most important events in the group, critical incidents, etc..
- To make a further assessment (follow-up) at 3 months after post-test to investigate if the benefits of participants are maintained.

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