

This thesis analyses four components important for the organisation of an educational programme of personality development with the use of psychotherapeutic bases. Introduced in this dissertation are, after the definition of the concept of personality, chosen typologies, which should help with the search for potential development targets of the programme of development participants. The second part is dedicated to psychotherapeutic directions, these determine the content of development targets at which the development programme is aimed. The exception here is the cognitivelybehavioural therapy because it is, with regards to educational targets of personality development, largely universal. The last part is dedicated to andragogic and didactic framework, with the help of which the chosen psychotherapeutiv content should be passed on. Certain digression is the contemplation on personality dysfunction in the context of personality development programmes, together with the role of the andragogue who exercises educational advancements in the framework of complex therapeutic programmes of these dysfunction.