

This paper's first portion overviews the extant academic literature in an attempt to provide insight into the development of personality through the practice of improvisational theater. First, the author defines improvisation in relation to the broader concept of theater, identifies commonalities between it and play, and demonstrates its educational and therapeutic uses. She goes on to address the demands improvisation places on the actor's personality, with a focus on collaboration, creativity and spontaneity. Concluding the overview, the author explains the purpose of improvisation classes and, using the example of working with creativity, spontaneity and their inhibitors, describes how such classes facilitate the development of improvisation skills.

In the paper's second portion, the author proposes a study designed to empirically assess the theory laid out previously. She suggests the use of an experiment to track the changes in selected personality traits over the course of a year of improvisation training.