

Psychological Class 10 Summary - Create Values, Rules, and a Mission Statement

Bobbi shares his experience working with clients using the course techniques. Working with one client per day due to energy constraints, he reports noticeably better results that hold longer and reach deeper into the nervous system. Clients have commented that what he is doing feels different from conventional massage therapy. The three primary techniques Bobbi is using are:

- **The Frontal Eminence holds** for emotional stress, particularly with two clients experiencing grief after significant losses
- **Affirmations**
- **The Video Technique**, an extension of the basic Emotional Stress Release technique

Bobbi also notes using the tapping of beginning and end points (the Emotional Quick Fix from Class Two) with nearly every client. He shares a personal experience using the Video Technique to process the loss of a loved one, which resulted in a sense of peace and felt communication.

Lori shares a real-world application, recounting how she used stress-clearing techniques on the spot after someone accidentally drove into her garage, helping de-escalate the situation with humor and calm.

Clarifying Your Destiny

Drawn from Tony Robbins' *Date with Destiny* program, this section guides students to define the kind of person they want to ultimately become and what they want their life to be about. The emphasis is placed on the word "**be**" — identity — because identity shapes beliefs and behaviors, and influences the Law of Attraction. Students are asked to reflect on two foundational questions:

1. What kind of person do I want to ultimately become in my lifetime?
2. What do I want my life to be about?

Moving Toward Values — Identifying What You Want More Of

Students list five to ten emotions or states they want to experience more of in life. These are called **moving toward values**. Examples from the provided list include love, health, success, growth, balance, beauty, bliss, joy, and acceptance. John shares the story of a quadriplegic man whose number one value was joy — each morning he asked himself, "Where am I going to find joy today?" — illustrating how a chosen value becomes a filter through which you experience life.

Partner Meeting Results: Both Meagan and her partner found significant overlap in their values. They noted that at this stage of their lives, what they most wanted was less about achieving specific measurable goals and more about a **shift in state of being** — a more yin-oriented, present-centered way of living. This tied directly into the previous week's material on David Hawkins and the idea that a person aligned with a state of love becomes a light that raises the consciousness of those around them.

Hierarchical Ranking of Values

Students rank their moving toward values in order of importance. John demonstrates this process live with Emma using muscle testing (applied kinesiology) to identify which value holds the highest priority. Emma's hierarchy, as determined through the process, came out as:

1. Joy
2. Freedom
3. Success
4. Wisdom
5. Compassion

John recommends creating a poster of your hierarchy and placing it somewhere visible — such as a bathroom mirror — so that the values stay present and actively guide decision-making, especially during moments of conflict or upset.

Creating Rules That Make Values Easy to Experience

Once the hierarchy is established, students create personal rules — conditions that make it easy to experience each value. The key insight is that most people set rules that make positive emotions hard to access, so the goal is to make them accessible in everyday moments. Emma demonstrates:

- **Joy:** Experienced any time she is in the present moment
- **Freedom:** Experienced any time she makes a choice
- **Success:** Experienced any time she completes a task

John uses the example of Rockefeller — the richest man in the world — who when asked how much would be enough, answered "a little more," illustrating the trap of rules that keep fulfillment always out of reach.

Moving Away From Values — What You Want to Feel Less Of

Students identify five emotions they frequently feel but would like to experience less often. Examples John shares from his own life include anger, anxiety, fear, and resentment. The exercise then asks students to rewrite the rules around these emotions so they become harder to trigger unnecessarily.

Examples of rewritten rules include:

- **Failure:** Replaced with **Nelson Mandela's principle** — "**I either win, or I learn.**"
- **Anger:** Only experienced if someone *consistently and intentionally* treats people harshly, with the recognition that everyone is doing the best they can with the resources they have

- **Rejection:** Only experienced if one *consistently believes the illusion* that another person has the power to determine how you feel, drawing on Eleanor Roosevelt's quote: "No one can make you feel inferior without your permission."

John also suggests simple state-management tools for moments of overwhelm: three deep breaths, tapping, going outside, or spending time in nature.

Partner Meeting Results: John shares that his biggest moving-away value is overwhelm. His personal strategy is to step outside, look at nature or the stars, breathe, and return with renewed focus on one task at a time.

Applying Values Work With Clients

Students are shown how to bring this entire process into their client work. After clearing emotional stress, practitioners can ask clients what emotions they most want to experience in relation to their goals or in life generally, then help them create new, accessible rules for those feelings. John shares the example of a student who, after working through this material twelve years prior, completely transformed his experience of driving in traffic — moving from chronic anger and frustration to calm acceptance.

Creating a Personal Mission Statement

Students are guided to identify three times in their lives when they felt most fully alive, in their element, and connected — moments when most or all of the six human needs were being met. From those memories, they look for common threads in how they were being, what they were doing, and who they were with.

The six human needs referenced are: **certainty, excitement, love and connection, significance, growth, and contribution.**

Guidelines for writing the mission statement:

- State it in the positive
- Include "have," "be," and "do."
- Include yourself and others
- Keep it brief and emotionally resonant

A sample template: "*The purpose of my life is to be [how you want to be], enjoying [what you want to enjoy], and doing [what you want to do] for myself and others.*"

Partner Meeting Results — Mission Statements Shared:

- **Meagan & Jill's partner session:** Both found that their mission was oriented toward a shift in overall state of being — peace, love, and inspired presence — rather than any specific achievement. This connected to Hawkins' teaching that a person living in a high state of consciousness becomes a positive force for those around them simply through their presence.

- **Emma:** *"The purpose of my life is to always be in the present moment, so I am passionate about my professional, personal, and spiritual life, and enjoy the enthusiasm with the people I meet and be engaged with them with love and compassion. Always expanding my knowledge to better my life along with my loved ones, friends, and acquaintances."*
- **Audrius:** *"The purpose of my life is to be the best version of myself, balance my life, enjoy the moment it gives me, and help others to feel balanced if they accept it."*
- **Cindy:** *"With certainty, I live with acceptance of myself and others, which significantly impacts life with exciting connections."*
- **Lori:** *"The purpose of my life is to be present and make an impact on the lives of others, enjoy teaching the knowledge I have been blessed with, and do what it takes to show my faith for myself and others."*
- **Jill:** *"The purpose of my life is to be fully aware and embodied, and enjoy my connection with presence and to share wisdom and insight with others."*
- **Bridget:** *"The purpose of my life is to always be creative with my knowledge and gifts so I can enjoy the glow up from my clients as they experience a breakthrough, and to share my expanding knowledge and unconditional love with all."*
- **Michael:** *"The purpose of my life is to move to Crete, enhance my community through my being, enjoy the experiences of the places, people, and geography, absorb deep-rooted faith, and grant self-determination to myself and others."*
- **Shelby:** *"The purpose of my life is to continue to grow personally and spiritually, enjoy the connection and love I continue to build with the people around me, and share my story while helping myself and others to heal and grow."*
- **Meagan:** *"The purpose of my life is to express the human spirit and energy in relation to the divine and the world creatively, enjoy nature and connection to people and treasure hunting, and do things that create ritual and bring about balance and flow in daily life."*

The Dream Formula — Weekly Home Practice

Students are introduced to the **CBA Dream Formula** as a framework for goal-setting that flows from the mission statement:

- **C — Be Clear** on what you want, ensuring it meets the six human needs and aligns with your mission statement
- **B — Believe** in your dreams; whatever you can conceive and believe, you can achieve
- **A — Take Action** — build a team, make specific requests, and express your dream with clarity and enthusiasm

John cites Martin Luther King's "I Have a Dream" speech as the ultimate example of a vision expressed with clarity and passion, one that changed an entire culture.

Entelechy — Realizing Your Potential

The concept of **entelechy** is introduced as the vital inner force that guides the development of your potential — just as an acorn's entelechy is to become an oak tree. Students are encouraged to explore their potential across six areas of life: creativity and talent, health and fitness, relationships, knowledge and skills, career, and financial and material surroundings.

SMARTER Goal Setting — Homework for the Week

Students are asked to write out their goals for the week using the SMARTER acronym:

- **S** — Specific
- **M** — Measurable
- **A** — Actionable (written with an action verb, e.g., "I create...")
- **R** — Realistic (outside your comfort zone but genuinely achievable)
- **T** — Time-bound (with a specific deadline)
- **E** — Exciting (compelling enough to make you want to jump out of bed)
- **R** — Relevant (aligned with your mission statement)

Students are asked to bring one top goal in each of the **be, do, and have** categories to the next class, along with a clear **why** — the compelling reason behind the goal. John emphasizes that writing goals on paper (not just digitally) increases the likelihood of achieving them by 42%, and that a strong why — one connected to the six human needs — is what gives a goal its power. The session closes with students being reminded that goals aligned with a mission statement give direction and momentum to life, and that next week the class will do balancing work around those goals.