



#### Module 4: True-me® Method III: Class #2

| As with previous filters, the            | of each person have been                         |
|--|--|
| shaped by the collective collage of      | in which he/she have                             |
| been exposed since the day of birth. The | e same system of punishment and reward that      |
| shapes, sha                              | pes also the that                                |
| are attached to them.                    |  |
|  |  |
| As a person develops new values, beliefs | s about what is required to realize these values |
| will also be developed and so            | will be added to the equation.                   |
| Fortunately, old                         | can be altered, generalized or deleted if        |
| they do not serve their purpose anymor   | re.  |
|  |  |
| are very im                              | portant, as they are applied, consciously or     |
| unconsciously. And more importantly,     | they can be defined in a way that supports       |
| experiencing values                      | !  |
|  |  |
| are the                                  | your clients will have set                       |
| to feel that they are achieving a goal o | r experiencing a value. However, you need to     |



On

## ACADEMY



#### make them realize that:

| •  | When they are many and con      | mplicated, they         | rather                   |
|----|---------------------------------|-------------------------|--------------------------|
|    | than                            | the goal                |                          |
| •  | When their outcome depend       | ds on what other people | will do, achieving goals |
|    | becomes                         | , as others behavio     | or cannot and should not |
|    | be                              | -                       |                          |
| •  | When there is an                | that othe               | rs should know about     |
|    | own criteria and rules, while t | here has never been     |                          |
|    | about them, things might be _   |                         | _•                       |
| •  | All the above make the experi   | ience of a value to be  | or                       |
|    | <del>-</del>                    |                         |                          |
| tŀ | ne contrary,                    | are empowering          | g when:                  |
| •  | They are few and simple - the   | y bring                 | closer                   |
| •  | They are moving the clients _   |                         | _ their values           |
| •  | They are                        |                         |                          |





| • Their        | outcome           |              |            | on         | ly on    | the    | clients  | . It    | is in  |
|----------------|-------------------|--------------|------------|------------|----------|--------|----------|---------|--------|
|                |                   | sole o       | discretio  | n and co   | ntrol    |        |          |         |        |
| • They a       | e clearly         |              |            | oth        | ners kn  | ow w   | hat to   | expec   | t and  |
| behave         | accordingly       |              |            |            |          |        |          |         |        |
| • They         |                   |              | clients t  | o live the | eir valu | es ev  | ery day  |         |        |
|                |                   |              |            |            |          |        |          |         |        |
| This last poin | t is particularly | important    | t because  | e if clien | ts man   | age to | o exper  | ience   | their  |
|                |                   | every        | day,       | they       | wou      | ld     | be       | able    | to     |
|                | th                | emselves     | to live th | e life th  | ey       |        |          |         | ·      |
|                |                   |              |            |            |          |        |          |         |        |
| To support yo  | our clients unde  | erstand th   | ie         |            |          |        | _they ເ  | ıse in  | their  |
| life, ask them | the following q   | uestions:    |            |            |          |        |          |         |        |
| . What         | needs to happe    | n for you t  | to         |            |          |        | you are  | e livin | g the  |
| value X        | ?                 |              |            |            |          |        |          |         |        |
|                |                   |              |            |            |          |        |          |         |        |
| Ask them to v  | vrite the specifi | c list for e | ach valu   | e, one b   | y one,   | and tl | nen disc | cuss i  | t with |
| them. Help     | your clients rea  | lize that    | unprodu    | ctive      |          |        |          |         | bring  |
| unproductive   |                   |              |            | and        | for      | that   | t sh     | ould    | be     |
|                | OI                | r            |            |            | com      | pletel | у.       |         |        |





#### **SETTING EMPOWERING RULES**

| When      | you      | are     | done     | discussing   | about      | the    |          |        |          |            | _ that  |
|-----------|----------|---------|----------|--------------|------------|--------|----------|--------|----------|------------|---------|
|           |          |         |          | _ values to  | be expe    | rience | d, supp  | ort y  | our clie | ents to ci | reate a |
| menu d    | of       |         |          | tc           | feel god   | od. To | this end | d, you | ı can su | iggest th  | at they |
| start th  | neir ph  | rases   | as follo | ows:         |            |        |          |        |          |            |         |
| •         | • "Ever  | y day   | that     | I wi         | II feel my | value  | e X"     |        |          |            |         |
|           |          |         |          |              |            |        |          |        |          |            |         |
| Once y    | ou hav   | e sup   | ported   | your clients | record t   | hese   | rules, y | our n  | ext job  | is to hel  | p them  |
| to        |          |         |          | them. F      | ollow th   | e exe  | rcise be | elow:  |          |            |         |
| •         | • Wha    | t is yo | our mos  | t important  |            |        |          |        | .? The   | one that   | makes   |
| (         | all the  | differ  | ence in  | the quality  | of your e  | veryd  | ay life? | )      |          |            |         |
| (         | Your     | next    |          |              |            | ; the  | next; Co | ontini | ue unti  | l you red  | ach the |
| I         | east ir  | nport   | ant.     |              |            |        |          |        |          |            |         |
|           |          |         |          |              |            |        |          |        |          |            |         |
| With tl   | nis list | , your  | client   | will be able | to see v   | what i | s of rea | al     |          |            | and     |
| what is   | not.     | And th  | ney mig  | ht decide to |            |        |          | or     |          |            | the     |
| list furt | her.     |         |          |              |            |        |          |        |          |            |         |





| It is also legitimate to keep        | this list as         | as possible. The existence                  |  |  |  |  |
|--------------------------------------|----------------------|---|--|--|--|--|
| of many "                            | " is exhausting a    | nd they lead a person to lose their zest    |  |  |  |  |
| for life! As a coach, you mus        | t secure that it doe | es not happen to your client.               |  |  |  |  |
|                                      |                      |   |  |  |  |  |
| The list might include the following | llowing:             |   |  |  |  |  |
| •                                    |                      |   |  |  |  |  |
| •                                    |                      |   |  |  |  |  |
| •                                    |                      |   |  |  |  |  |
|                                      |                      |   |  |  |  |  |
|                                      |                      |   |  |  |  |  |
| When your clients have               | th                   | em, they will feel great, knowing that      |  |  |  |  |
| achieving them depends               |                      | on their action, and will support           |  |  |  |  |
| them in gaining                      |                      | and, consequently,                          |  |  |  |  |
|                                      | ·                    |   |  |  |  |  |
|                                      |                      |   |  |  |  |  |
| TASK FOR NEXT WEEK                   |                      |   |  |  |  |  |
| Work on your own list of             |                      | and try to ensure that they are             |  |  |  |  |
|                                      | with the intent o    | of your life. In that way, you will be more |  |  |  |  |
| equipped when helping you            | r clients do the san | ne exercise.                                |  |  |  |  |