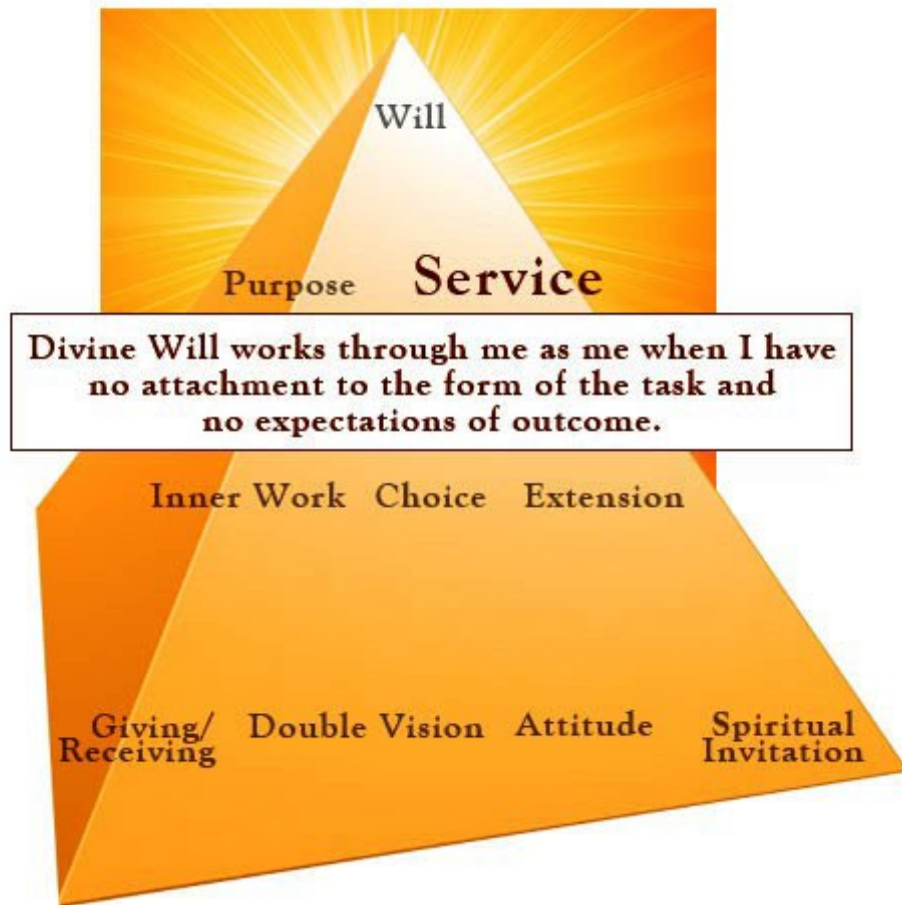


The Clarion Way

UNIVERSAL TRIBUTE THREE – *SERVICE*

Be an Agent for Change in Humanity



UNIVERSAL TRIBUTES COURSE

Institute for the Advancement of Service
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The Universal Tributes courses are based upon the teachings of Susan S. Trout's four books, available for free PDF download on the Institute's website (www.showanotherway.org): *Born to Serve: The Evolution of the Soul Through Service*; *The Awakened Leader: Leadership as a Classroom of the Soul*; *The Clarion Call: Leadership and Group Life in the Aquarian Era*; and *To Show Another Way: How to Learn, Heal, and Serve at a Time of Crisis on Planet Earth*.

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UNIVERSAL TRIBUTE THREE COURSE

SERVICE: Be an Agent for Change in Humanity

Course Description

*The Life Force produces a constant and passionate drive toward full expression of each being's potential.
This driving energy is why service is life itself and why we have an urge to serve.*

~ from *Born to Serve*

WHAT MAKES THIS COURSE UNIQUE

This course invites you to explore life as service, as the essential key to your personal physical, mental, emotional, and spiritual wellbeing and happiness and to that of those served.

PURPOSE

To acknowledge the inherent gift of the urge to serve and to recognize how attachments to beliefs and the material world distort behavior

BENEFITS

1. To recognize the urge to serve and patterns of service through self-study
2. To explore attachment in various forms and how it affects the quality of service
3. To realize the relationship between self-care, urge to serve, and attachments

CHOOSING TO WORK WITH THIS COURSE

Do you turn the other way when you see someone beckoning for help? Are you irritated by the inertia, requests, or behaviors of those whom you serve? Are you reaching the burnout point in your present area of service? Do you feel as though your efforts are not appreciated?

This course invites you to devote yourself to beginning (or deepening) your spiritual journey using the psychological-spiritual tool of the Universal Tributes. As a universal and cohesive philosophical framework, the Tributes focus on ten essential aspects of one's life journey: will, purpose, service, inner work, choice, giving and receiving, extension, double vision, attitude, and spiritual invitation. The Tributes are intended to serve as a gentle entry into witnessing and working consciously with your inner state while relating to those in your personal, family, and work life.

The word "tribute" describes the intentionality and quality of one person's relationship with another person. Being in the presence of another human being and having an opportunity to serve them is a tribute, a gift. In giving a tribute, one holds all one gives, says, or does in a spirit of gratitude, respect, and honor. The framework of the Ten Universal Tributes is a way to learn how to unify personal healing and service.

There are ten discrete Universal Tributes Courses, each designed to work with one Tribute and its Tenets for one month. The suggested one-month timeframe for each Tribute allows you to work with the material and integrate its teaching at a gradual pace. The Universal Tribute Course on *service* supports you to care for yourself as a server and to explore the beliefs and expectations you bring to service through the understanding and practice of **Tribute Three: Divine Will works through me as me when I have no attachment to the form of the task and no expectations of outcome.**

Objectives

1. To become acquainted with the Ten Universal Tributes
2. To study the concepts in Tribute Three and its Tenets
3. To recognize the human urge to serve
4. To trace your personal history of service
5. To learn about various forms of attachment
6. To learn the relationship of self-care, the urge to serve, and our attachments

Topics Covered

- The Ten Universal Tributes as a Spiritual Roadmap
- Tribute Three and its Tenets: **Divine Will works through me as me when I have no attachment to the form of the task and no expectations of outcome.**
- The urge to serve in human nature and in your personal history
- The various forms of attachment
- The place of self-care in service

Recommendations for how to best study this course

- Read portions of *Born to Serve* by Susan S. Trout, PhD, as indicated throughout the course materials. *Born to Serve* can be downloaded in PDF format from the Institute's website (www.showanotherway.org). You may also request a free hard copy of the book by emailing info@showanotherway.org.
- Follow the recommended study steps and complete the reading and worksheet assignments. The course was designed to be completed in one month and it is recommended you spend at least one month on each of the ten Tribute courses or whichever of the ten courses you choose to study.
- Spend approximately **one-half to one hour each day** to complete the course.
- Apply the course material in your personal and work life. Practice is essential!
- Repeat the course or spend more time on any section to deepen your work with the course materials.

Recommended Study Steps

1. Read Information Handout 1-1, *Universal Tributes: A Spiritual Roadmap* (pp. 8-9)
2. Read Information Handout 1-2, *Tribute Three and Tenets* (p. 10)
3. Read *Born to Serve*, Part Three, "Centering Exercise," p. 246; "Witnessing Exercise," p. 247
4. Work with Support Tool Worksheet 1-1, *Partnering with the Tributes: Suggestions* (p. 11)
5. Read *Born to Serve*, "The Urge to Serve," pp.15-17; "The law of receiving," p. 21

6. Read Information Handout 1-3, *The Urge to Serve* (p. 12-13)
7. Complete Support Tool Worksheet 1-2, *The Urge to Serve: Personal History of Service* (p. 14)
8. Complete Support Tool Worksheet 1-3, *The Urge to Serve: Self-Inquiry Questions* (p. 15)
9. Read *Born to Serve*, “Attachment,” pp. 88-95
10. Read and complete Support Tool Worksheet 1-4, *Attachments: Distortions to the Urge to Serve* (pp. 16-18)
11. Read *Born to Serve*, “Physical Health” and “Emotional, Mental, Spiritual Health,” pp. 104-107
12. Read and complete Support Tool Worksheet 1-5, *Self-Care of the One Who Serves* (pp. 19-20)
13. Complete Support Tool worksheet 1-6, *Course Check-In* (p. 21)

Suggested Schedule of Weekly Study Steps

Week One: Steps 1-4; Week Two: Steps 5-8; Week Three: Steps 9-10; Week Four: Steps 11-13

Suggestions for Daily/Weekly Study

- **Daily:** Spend a minimum of 10 minutes in meditation or “silent time”
- **Daily:** Keep a journal for the written exercises and for your reflections about Tribute One and its Tenets
- **Daily:** Practice the Centering Exercise and Witnessing Exercise described in *Born to Serve* (pp. 246-247)
- **Weekly:** Each week throughout the month, focus on one or two of the tenets of Tribute Three (perhaps choosing a different tenet each week). Write out the tenet and place it where you will notice it several times a day. In the evening or before bed, reflect on the day, noticing how the tenet has guided or framed your day

UNIVERSAL TRIBUTES: A Spiritual Roadmap

Information Handout 1-1 (WEEKS ONE through FOUR)

The Ten Universal Tributes and their Tenets, received as inspired teachings by Susan Trout in 1990:

- Show us how to shift our thoughts, actions, and words in order to look within rather than without for wholeness. In this way, the Tributes provide a roadmap for becoming self-responsible. They are an inherent aspect of the foundational teachings of *The Soul and Service Trilogy*.¹
- Serve as a guide for actualizing the unity of personal healing and service.
- Address the quality of the inner state of the server and the relationship of the server's inner state to the quality of service.
- Use the word "tribute" to describe the intentionality and quality of our relationships with others. Being in the presence of another human being and having an opportunity to serve them is a tribute, a gift. In giving a tribute, we hold all we give, say, or do in a spirit of gratitude, respect, and honor.
- View life from a cohesive philosophical framework that can guide us through significant changes in our lives.
- Form a philosophical framework that provides knowledge about psychological and spiritual development and offers ways to practice that knowledge in daily life.
- Provide guidance for learning and practicing self-responsibility for thoughts, actions, and words.
- Provide a sense of purpose and meaning to the ebb and flow of our lives by offering us sustenance, reassurance, acknowledgement and honor.
- Can be practiced in any order.

¹ *The Soul and Service Trilogy*, by Susan S. Trout, PhD, is comprised of three books: *Born to Serve: The Evolution of the Soul Through Service*, with a Foreword by His Holiness the Dalai Lama; *The Awakened Leader: Leadership as a Classroom of the Soul*; and *The Clarion Call: Leadership and Group Life in the Aquarian Era*.

THE TEN UNIVERSAL TRIBUTES

1. My life goal is to align my will with Divine Will and to increase the time I function in this state of Higher Knowing. (Key Word: WILL)
2. I know my chosen life's purpose is in alignment with a Higher Purpose for me when I am inspired and when I experience the joy, spontaneity, and gratitude of service. (Key Word: PURPOSE)
3. Divine Will works through me as me when I have no attachment to the form of the task and no expectations of outcome. (Key Word: SERVICE)
4. By continually doing my inner work, I engender compassion for myself and others. (Key Word: INNER WORK)
5. With honesty and kindness, I take responsibility for my own choices and allow others to do the
6. same. (Key Word: CHOICE)
7. I use each encounter as a reflection of either a remembrance of Divine Love or a grievance I continue to hold against myself or another. (Key Word: EXTENSION)
8. I acknowledge the reciprocal relationship between giving and receiving, understanding that both are essential for the wellbeing of myself and others. (Key Word: GIVING and RECEIVING)
9. I see the external reality of a situation as well as seeing beyond it to the personal lessons, inner strength, and spiritual essence of myself and others. (Key Word: DOUBLE VISION)
10. I support my healing process and that of others with patience, gentleness, and unconditional acceptance. (Key Word: ATTITUDE)
11. I accept the reality of the presence of Divine Love within my own mind and invite others to accept that same Love within themselves. (Key Word: SPIRITUAL INVITATION)

TRIBUTE THREE and its TENETS

Information Handout 1-2 (WEEKS ONE through FOUR)

TRIBUTE THREE

Divine Will works through me as me when I have no attachment to the form of the task and no expectations of outcome.

TENETS

1. The manner, style, and form of my service is unique to me because the Divine expresses Itself through the personality.
2. The “me” that the Divine works through reflects a soul engaged in a certain stage of spiritual unfoldment; this “me” has a unique psychological and spiritual history, both consciously and unconsciously lived.
3. I cannot decide for others what or how they use what is offered to them.
4. The level of my service is limited by identification with the suffering of others and by attachment to my beliefs and to the material world.
5. I am here solely to offer my service to others with the purest inner motivation possible.
6. When I offer service with no expectations of return or outcome, I simultaneously offer a psychological space in which the receiver can see and accept what is best for them in that moment.
7. No direct correlation exists between the form of service and the level of service; therefore, the highest level of service can be expressed in any action.
8. The quality of service offered is dependent upon the nature of the inner state of the one who serves; I need do nothing yet perform the highest service.

PARTNERING WITH TRIBUTE THREE: Suggestions

Support Tool Worksheet 1-1 (WEEKS ONE through FOUR)

Purpose and Directions: To experience greater ease in integrating and practicing Tribute Three and its Tenets in daily and work life, use the tools and suggestions below.

Suggested Schedule for Your Month's Work with Tribute Three

- **Daily** – spend a minimum of 10 minutes in meditation or “silent time”
- **Week 1** – Read Part Three, “Centering Exercise,” p. 246, and “Witnessing Exercise,” p. 247, in *Born to Serve*; complete Study Steps 1 through 4; work with at least one suggestion below to integrate and practice Tribute Three and its Tenets; and read Information Handout 1-1 at least 2 times/week.
- **Week 2** – Read “The Urge to Serve,” pp.15-17 and “The law of receiving,” p. 21, in *Born to Serve*; read Information Handout 1-3; complete *Support Tool Worksheets 1-2* and *1-3*; continue using suggestions of your choice from the selections below; and read Information Handout 1-1 at least 2 times/week.
- **Week 3** – Read “Attachment” in *Born to Serve*, pp. 88-95; complete *Support Tool Worksheet 1-4*; continue using suggestions of your choice from this Worksheet; and read Information Handout 1-1 at least 2 times/week.
- **Week 4** – Read “Physical Health” and “Emotional, Mental, Spiritual Health” in *Born to Serve*, pp. 104-107; complete *Support Tool Worksheet 1-5*; continue using suggestions of your choice from the selections below; and read Information Handout 1-1 at least 2 times/week.

General Suggestions

- Keep a journal for the written exercises and for your reflections about Tribute Three and its Tenets
- Practice Centering Exercise and Witnessing Exercise described in *Born to Serve* (pp. 246-247)

Specific Suggestions (select one or two each week)

- Find a picture, symbol or quote that speaks to you of service. How does this symbol/picture/word fit with aspects that you noticed in your Personal History (*Support Tool Worksheet 1-2*)? Week 4: If you identified a symbol/picture/word earlier in the course, how does it now speak to you of service? Have your thoughts about it changed in any way?
- The natural laws of service bring the soul's urge into full expression. To enhance your understanding of service, read “The Laws of Service” in Chapter One of *Born to Serve*. Note the law of dharma, p. 19; the law of omnipresence, p. 20; and the law of evolution, p. 20.
- Each week throughout the month, focus on one of the tenets of Tribute Three. Write out the tenet and place it where you will notice it several times a day. In the evening or before bed, reflect on the day, noticing how the tenet has guided or framed your day.

THE URGE TO SERVE
Information Handout 1-3 (WEEK TWO)

TRIBUTE THREE

**Divine Will works through me as me when I have no attachment
to the form of the task and no expectations of outcome.**

Supportive Tenets

The following tenets of Tribute Three support the theme of "The Urge to Serve":

- Tenet 1: The manner, style and form of my service is unique to me because the Divine expresses
Itself through the personality.**
- Tenet 2: The “me” that the Divine works through reflects a soul engaged in a certain stage of
spiritual unfoldment; this “me” has a unique psychological and spiritual history, both
consciously and unconsciously lived.**
- Tenet 5: I am here solely to offer my service to others with the purest inner motivation possible.**
- Tenet 8: The quality of service offered is dependent upon the nature of the inner state of the one
who serves; I need do nothing and yet perform the highest service.**

The Urge to Serve

As stated in *Born to Serve*, “From deep within us arises an inner desire to make a difference in the world by contributing to the wellbeing of our planet. Innately, we want to share ourselves and our talents with others through work, relationships, creative expression, and the alleviation of suffering.”

When considering service, it is a common tendency to evaluate the impact of our efforts on others, or on the world. The quote above reminds us that our efforts and expression of service originate in our innermost being. The impetus to serve comes from the movement of our Life Force. In our most developed state, this creative energy flows through us naturally and effortlessly.

During our early years, the many hours of playing and living provided us with learning in how to relate to the world. We had experiences that worked in tandem with the Life Force. In addition, most of us also had experiences of “accepting” or “working against” adult expectations, ultimatums and beliefs that resulted in obstacles to the free flow of the Life Force. All of these life episodes, positive and negative, have come together in our most tangible interface with the world, the personality. In this course, the personality is defined as the physical body along with the mental and emotional aspects of ourselves. As adults, it is through this established, though not immutable, personality that we interact with the world. While it is through our personalities that we serve, *Born to Serve* states, “*When we truly serve, we draw upon the*

spiritual strength, the wisdom, and the directing power of our own soul and that of the person we are serving. The task is always too big for our personality selves."

Humans are complex. We have many interacting layers and component parts. In addition to our personalities, we have a psyche, also known as the soul. The soul and personality are in communication to varying degrees as we move about daily life. The soul, too, is in development; during a lifetime, the soul is on a journey evolving to full expression. Part Two of *Born to Serve* explains the journey of soul development. This journey requires that we spend time doing inner work as we continue our engagement with the world. As we understand our motivations and personality tendencies, obstacles are exposed. In the later stages of soul development, people are willing to learn how to work with the obstacles, thereby using life as a classroom with unlimited opportunities to heal and be healed. Through our willingness to look within and discover the obstacles to the awareness of our true nature, we can experience the soul coming to full expression through the personality.

Working with the Tributes gives us an opportunity to examine the congruence between our inner motives and outer actions. Looking inward, we notice our intentions and motives for helping in various situations. We also start to see our attractions and reactions to our environment. We realize what we believe and the depth of those beliefs. The arena for learning is daily life; daily experiences offer opportunities to learn and open ourselves to Divine Will. When a particular experience presents itself a person can ask: How do my thoughts, motivations, and behavior help or hinder the natural flow of service?

The decision to look at our behavior brings awareness. Awareness itself initiates some change in the personality. With awareness, we start noticing:

- our reactions, attachments, tendencies in relating to the world;
- synchronicities, that is, the apparent coincidences of events, meetings, gifts;
- that there is an exchange of receiving and giving in life: as we learn wisdom, we give it away;
- the urge to making a difference in the world with compassion; and
- the consequences of one's thoughts, speech and behavior.

Because considerable energy is needed to do the necessary inner work to bring about transformational change, it is important to take the time to focus inward to review one's life events, explore options, question beliefs, and allow the healing process to unfold. Through this life-long process, we commit to wholeness – to the integration of the physical, mental, emotional, and spiritual parts of the self.

THE URGE TO SERVE: PERSONAL HISTORY OF SERVICE

Support Tool Worksheet 1-2 (WEEK TWO)

Directions

The urge to serve begins in childhood, adapting and developing as we age. In this exercise, trace the history of service in your life. Divide your life into segments or time periods. You may wish to use several sheets of paper and cluster several years together (e.g., preschool, grade school, adolescence, 20's, 30's, etc.). Begin with your earliest memories of service and conclude with the present.

1. In each life period, record how you were served in those years.
2. Go back into each time period and, with a different color ink, record the kinds of service you engaged in during those years.

THE URGE TO SERVE: SELF-INQUIRY QUESTIONS

Support Tool Worksheet 1-3 (WEEK TWO)

Directions:

After completing the personal history on *Support Tool Worksheet 1-2*, consider the following:

1. What are my beliefs about being served?
2. What are my beliefs about serving?
3. What patterns of service have shown up in my life thus far?
4. After seeing these patterns, how would I describe the manner, style and forms of my service?

ATTACHMENT: DISTORTIONS TO THE URGE TO SERVE

Support Tool Worksheet 1-4 (WEEK THREE)

TRIBUTE THREE

Divine Will works through me as me when I have no attachment to the form of the task and no expectations of outcome.

Supportive Tenets

The following tenets of Tribute Three support the theme of “The Urge to Serve.”

- Tenet 3:** I cannot decide for others what or how they use what is offered to them.
- Tenet 4:** The level of my service is limited by identification with the suffering of others and by attachment to my beliefs and to the material world.
- Tenet 6:** When I offer service with no expectations of return or outcome, I simultaneously offer a psychological space in which the receiver can see and accept what is best for them in that moment.
- Tenet 7:** No direct correlation exists between the form of service and the level of service; therefore, the highest level of service can be expressed in any action.

Attachment

“If I have a natural urge to serve, why is it that I have burned out on service?”
“Why is it that my efforts are not appreciated?”

The quality of our service directly reflects our willingness to be responsible for the quality of our inner lives. In taking responsibility for exploring our inner thoughts about service, it can be helpful to ask ourselves questions such as:

- What attitudes and beliefs do we hold toward those we serve?
- How do we view ourselves as servers?
- In what ways do the noise and demands of the world distract us?

Service can be a projection of our fear and guilt rather than an act of loving kindness. Knowing that we have received many advantages in life, we might be motivated to serve those we perceive as less fortunate in order to feel good or to alleviate the feelings of guilt. Service can also be the arena where we live out a desire for power and fame. Pride can be a motivation for service. Believing we have the “right” solution for a situation, we expect approval and recognition. We might maintain a competitive stance toward any question or resistance to our plan. We might use feelings or emotions to ground our attitudes, actions and opinions.

Within this mindset, we might assume that those we serve experience emotions and feelings the same way as we do. On the other hand, reluctance to serve could be the reverse side of the motivations just mentioned. Our hesitancy might come from a sense of powerlessness; fear and guilt might paralyze us; we might not be in touch with our emotions.

We see examples of these motivations and behaviors when we examine the attachments mentioned in Tribute Three. Attachments arise from the belief that something outside of us is essential to our physical, emotional or mental wellbeing. Such a view reinforces the belief that we are separate from one another.

Attachments with respect to service are seen in four ways:

Attachment to form: we seek validation of our self-worth from roles/activities. This type of attachment reflects belief that service is a separate activity rather than an integrated part of life.

Attachment to outcome: we work to achieve a specific result or physical/emotional experience. Living with this view of service can lead to exhaustion, burnout and neglect of relationships.

Attachment to those we serve: we tend to cross physical and emotional boundaries. There is a tendency to assume responsibility for the feelings and experience of others. There is a risk of becoming addicted to service.

Encouraging those we serve to attach to us: boundary issues or an intense desire for power may lead to this kind of behavior on the part of the server. Our goal is to develop healthy boundaries and a relationship with the True Self in order to support the same in others.

Self-Inquiry Exercise

Directions: Reflect and journal on the following questions:

1. What consequences do I notice as a result of my expectations of outcome in my service?
2. How do I take responsibility for the choices, feelings, actions of those I serve?

3. In what way do I believe one form of service is superior to another?

4. In what ways do I seek validation for my self-worth from roles and activities through which I serve?

5. With respect to my expression of service, what else have I learned about myself?

SELF-CARE OF THE ONE WHO SERVES

Support Tool Worksheet 1-5 (WEEK FOUR)

TRIBUTE THREE

Divine Will works through me as me when I have no attachment to the form of the task and no expectations of outcome.

About Self-Care

In order to live fully and healthily, we need to support the physical, emotional, mental and spiritual aspects of our lives. When we are healthy, our service is robust.

The following are suggestions to support physical health:

- Find resources to establish healthy diet, sleep, exercise
- Find appropriate care for physical symptoms, addictions
- Notice energy drains; find ways to alleviate them

Consider the following to support emotional, mental and spiritual health:

- Balance self-care and care for others
- Take time to do inner work
- Consider adopting spiritual practice in daily life
- Examine participation in any toxic psychological/physical environment
- Keep financial, household affairs in order
- Find a mentor, life coach, spiritual guide

We pass on to those we serve a sense of wellbeing by creating a safe space. From a safe space, we respond with wisdom and clarity to someone's need. When people feel emotionally safe, they can share honest thoughts and feelings and tap into their own inner wisdom.

People feel safe when they:

- Do not feel judged, compared, evaluated or corrected
- Are assured that others will not speak for them regarding how they think or feel
- Feel totally listened to (listener maintains eye contact; does not share personal stories)
- Feel complete with what they have to say or emote
- Know they can share personal feelings without fear of betrayal, shame, lack of confidentiality
- Feel their physical, emotional and spiritual boundaries are not violated
- Feel a connection with the listener that is not strong-weak, inferior-superior

Self-Inquiry Exercise

Directions: Reflect and journal on the following questions:

- 1) In what specific areas do I need support in order improve my quality of service?
- 2) How will I get support with these needs?
- 3) In what ways am I able to create a safe space for others? For myself?
- 4) What do I need to learn in order to be more effective in creating a safe space for others? For myself?

COURSE CHECK-IN

Support Tool Worksheet 1-6 (WEEK FOUR)

Directions: Reflect and journal on the following questions:

1. Describe the relationship between self-care, the urge to serve, and the attachments in my life at this time.
2. What change(s) would I like to make?
3. How has your view of service changed over this past four weeks?

I am here solely to offer my service to others with the purest inner motivation possible.

~ Tribute 3, Tenet 5 ~