

Simone Peer, Inc.

PROFESSIONAL CERTIFIED COACH - ICF MENTORING/SUPERVISION

Coaches Guide for Coaching to the: *Clean Sweep Program*

Ideally, you will have taken the Clean Sweep yourself without really knowing much about it, exactly as a client approaches it, so you know what it's like for them. Now, we're going behind the scenes to develop your ability to both use the tool for yourself better and to really be able to support your client's growth and development while using it.

Coaching clients when using a program like the Clean Sweep looks and sounds different from a 'standard' coaching session because it is. Rather than beginning the session seeking to understand what they *really* want to get from the session, i.e. Establishing/Creating a Coaching Agreement, this session begins as an element of "Maintaining" the agreement that has been established within the context of the coaching relationship itself. The focus is on using this tool to support the client to get what they want toward fulfilling the more global, over-arching agreement belonging to what they want out the coaching relationship, at this stage of your engagement.

Essentially then, the coaching agreement for the session IS to help the client hone in and determine what's most important to them regarding the Clean Sweep and where they want to go with it. Their measures of success for this session are that they walk away with clarity regarding what "points" are priority for them to focus on and as they want, actions they will take toward making progress. Actions, as always, range from being with and reflecting on their discoveries to very specific, concrete things they will do to progress.

Although the doing actions are critical, they are not the top priority for the coaching. When focus is on coaching The Who, once the client makes the shift in their thinking regarding what caused these things to be incomplete, they will shift into what will drive them to get it done and then it is much easier for them to determine how to approach it as well as what they actually need to do.

Some differences that show up when coaching to Clean Sweep may include an appropriate use of closed (yes/no), either/or and information gathering questions, all of which should be used just about as rarely as a blue moon.

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Take note that scores range from very low to very high. This is due to a few things:
-client has done a lot of character development over their life and this *is* the way they live.

-they gave themselves a point because they looked at things situationally handled versus permanently handled, so score is higher than it really is.

-they didn't give themselves points where they belong because they didn't think fully through what it means for them. (This is where a coach is invaluable as a thinking partner and sounding board.)

If by just doing this exercise prompted your client to take action and now they've given themselves a point, you must investigate. Even though at this very moment it might seem that because it's done they get a point, if it's not proven to not need to be revisited, they don't get the point.

This is not a recurring *to-do* list, this is a list of things that are capable of being permanently handled because:

- a. there are systems and routines in place that ensure things are instantly and automatically handled. (Ex: things like filing paperwork, handling e/mail, or self-care habits, making the bed, clearing out the car, saving money, etc.)
- b. they are completely finished and require no looking back. (Ex: resolved resentments, forgiven self or others, maintain boundaries, don't take things personally, respond vs react, let emotions inform instead of dictate, etc.)

Whether it's physical or emotional, to get the point, it must be done to a degree that its past state of being is simply a fact that it was, and now, it is no cause for reacting versus responding, in stride, to anything that brushes up against it. It must no longer be a cause or call to attention in order to get the point.

Here are some tips and pointers you can use to successfully both coach to the tool AND to support your client's discoveries.

Opening the Conversation

1. Get clients scores: total and for each of the four categories.

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When the Client has Equal Scores across the board:

When their scores are relatively even across the board, regardless if they are low, high or in-between, the fact that they are fairly equal is noteworthy and provides different data than if they are big differences through out.

When the Client has Big Differences between categories (at or nearly twice as much or more difference):

When there are big, noticeable differences, take note and start by inquiring what that's about. Ex: There's a big difference between Money and Relationships

Questioning Flow Chart:

Note: reflections, messages, acknowledgments etc. have not been addressed in this guide, so please add into your actual coaching as warranted.

What if anything was surprising for you?

As you finished the worksheet, what were your initial reactions or thoughts on this?

What stands out in your mind about these in anything, any area/category?

What made it so (surprising, interesting, noteworthy) /use the word from your original question or their vocabulary for you?

Is there any one area that stands out to you as something you'd like to focus on, or was surprising to you, or made you curious?

Which one category calls out to you as the most important one to focus on?

Which one are calls out the most to you? (We're directive here because we already know that we're focused on this tool, so this is a way that we move in the direction of the agreement we have to coach the tool.)

If they respond with a category ask this: What is one thing on that list that is not checked off that stands out the most?

If they respond with an individual point, ask this: What's going on with (the thing they said) ?

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Is this important enough to get handled or it doesn't really matter to you? (We ask an either/or here, so we don't waste time assuming they want to explore it.)

Is it one that you want to work on now or not? (We seek to find out if it's what they want to focus on, so we don't waste time.)

-if yes, continue...

-if no, What's another one in this list that stands out to you? (Take note of what they say and how they speak about the next point. Pay attention to your inklings regarding patterns, connections, things that point to what may be making this a problem for them. Go back to previous question and proceed from there.)

To put this into a context that makes the process more accessible, the focus will be on this example: Physical Environment: My car is in excellent condition. (Doesn't need mechanical work, repairs, cleaning or replacing)

Q: What's standing in the way of getting this point?

A: It has a dent and/or it's a mess. [Reminder: use their vocabulary going forward.]

Q: What happens for you every time you see the dent? the mess?

(This question seeks to learn to what degree they are tolerating this. Every time they see it, whether they are numb to and don't notice it, or not, it *is* sucking a little bit of their life force, every single time they encounter it. Have you ever had a small drip from a faucet and then received the water bill? Exactly what this is doing to the client, wasting precious resources that could make an enormous difference when directed toward things that really matter.

Another option could be that it really has no bearing on them whatsoever, but it's important to discern if they are numb and blind to it, or if it really, truly doesn't matter to them.

A: I can't stand it. I feel like I should make time to get clean it up or get it fixed. I try to ignore it. I've given up. Etc.

Q: What's it like for you when it is clean or dent free?

(Seek to create the gap. Depending upon the conversation, you could help them imagine what it would look or feel like and then ask about it. Ex: What if you came out to your car and it was all shiny and sparkling, there's no dent and it looks like new

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again. What would that be like for you? or What if you came out and it was sparkling, you could see through the windows and when you opened the door, it smelled nice and everything inside was clean, dust free, vacuumed and there wasn't anything laying on the floor, seats, dashboard on in the console. What would that be like for you?)

They answer...

Q: What stands in the way of addressing this? handling this? getting this done? making this the standard for your vehicle?

What is stopping you from having this as a steady rule of thumb?

The answer...

Q: Is this important enough to you to get this point right now? (Seek to find their urgency, drive and commitment to this being over and done with.)

A: No - Jump to another one.

Q: Which one of these unchecked items is important enough to get the point now?

A: Yes -

Q: What makes this important enough to get a handle on it? (Seek to find their big Why.)

They answer...

Q: Explore for the Shift (find out the new perspective they need in order to see this whole situation differently and can move forward and be done with it.)

Examples:

- What's it costing you to put up with the dent, the mess use the vocabulary they used to describe the problem in this ?

They answer ... (take note of the list and use their words next)

Besides the dent, the mess (whatever they just said, list some of all of them), what else is it costing you to put up with the dent, the mess use the vocabulary they used to describe the problem in this ? (Use the exact words you just used above for the second half of this question.)

- What makes it worth getting handled right now?

They answer ... almost always they will see things differently and be ready to move forward into action - this is a big mental moment for them, so give them time to process it as they might need.

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Q: If it's a single thing to handle, like the dent: What would help you right now to figure out how to get this done once and for all?

If it's a recurring thing, like keeping the car clean: What would help you right now to figure out how to get this handled and keep it handled?

(Seek to. partner with them and leverage their creativity, so their brain goes to work to either find a solution OR to figure out what else they need to from you to help them figure out a path forward.)

They answer...ultimately, you'll move towards action whether it's being or doing, it is something have determined they will do going forward.

Now, it's time to close the session down - the next questions often work best in this order, but it ALWAYS depends ... STAY PRESENT and meet your client where they are at with your reflections, acknowledgments and questions as you continue.

Q: What have you learned about yourself in this conversation?

Q: What's going to happen if you don't get this done/handled/make progress?

Q: Who or what can support you in this?

Q: Is there anything else you need on this point, or is this a good place for us to close? (Proceed as warranted)

You might find a place in the end to also ask, With regard to all the other unchecked items, else might be a primary focus going forward? Use this with caution. If the client is still processing their shift, do not ask! If it was an easy, more strategic session, this may be exactly what they want to focus on, so they can keep up the momentum.

As you review this guide, take note that when the point gets chosen, that is likened to the having established a session agreement and you coach 'normally' from there. From that point on, the questions are designed to invite the client to think about things in a way they never have before, as well as connect The Who with the The What, and they all begin with the word What.

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Once the shift in thinking takes place and they're ready for action, the closing down or wrapping up of the conversation is designed to help them create their own solutions, anchor their learning, and make them aware of obstacles, support and accountability measures while treating them like a capable adult, all the while partnering with them to decide what they want for themselves in all of this.

Remember that the *Clean Sweep Program* was designed to take about a year to get to 95 or higher and also to work in conjunction with other elements of the *Personal Foundation Development Program*; such as *NeedLESS Program*, *Tolerations Program*, *TRUValues Program* and others that are noted in your workbook and the accompanying *Clean Sweep Leader's Guide*.

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