

# Ready To Come Clean?

**POWER UP YOUR LISTENING  
WHILE LEARNING ABOUT  
YOURSELF & OTHERS**

4 questions + 5 days  

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simple model of  
**Clean Inquiry**

[www.cleanlanguagetraining.com](http://www.cleanlanguagetraining.com)

This page is blank because it seemed the best thing to do.  
Use it to write notes, doodle, draw or just let the white space be a metaphor  
for your mind as you open to learning these four clean questions over the next 5 days.

# Clean Question

Powering Up Your Listening While Learning About Yourself & Others

Thank you for requesting your FREE 5-Day Plan to implement Clean Language in your life right now!

## Words Matter.

They are how we express ourselves and strive to be understood by others. Listening well and asking questions that let others answer authentically can transform \_\_\_\_\_. This book is about using some well placed Clean Questions amplify your listening, let you find out more about who you are talking to, and \_\_\_\_\_. This book is all about using the right questions to gain authentic information.

### Hi I'm Sharon Small and I love words.

I love the way they sound,  
the *distinctions...*  
the *semantics...*  
the *play of language...*

I have been teaching Clean Language and Symbolic Modeling for over a decade and every year I become more immersed, enthused, and amazed at the possibilities that arise when we learn to keep **our stuff out** and our **clients** (friends, family, co-workers) **stuff in**.

\*terminally curious

I would love to say I came up with the Clean Questions and the thinking that underpins Clean Language, but credit must go where credit is due. It is in deepest gratitude to David Grove (1954 - 2008) and James Lawley & Penny Tompkins that we are gifted Clean Questions, Symbolic Modeling and the primary principles that underly their use and development.



Let's connect on my [FB business page](#) which just may lead to more connections!

Or on twitter  
@Cleanlanginst



Dear Reader,

This 5-day plan for implementing Clean Language in your life offers guidance and structure at an accelerated pace through the introduction of a four question mini-model for Clean Inquiry.

Now this may not seem like a lot of questions, but these are the heavy hitters in facilitating cleanly. It is not the quantity of questions that will increase your skill, but how skillfully you learn to use these questions that have been honed over 25 years to do a special kind of work.

If you would like to become a better listener, have a greater appreciation of other peoples experience and ideas, and activate your curiosity all the while holding others both in respect and as capable, you will find this 5-day plan beneficial and inspiring.

Here is what you will learn as you implement it:

A few of the most commonly used Clean Questions  
How to put them to use right away  
Why it is important to parrot-phrase, rather than paraphrase  
The kind of information Clean Questions can be used for

**A little more about what to expect:**

I want to give you the best opportunity to implement these Clean Language Questions into your life and business.

This means I will be writing a small bit about the question, a bit about Clean Language, examples so you can see the questions *in action*, and tips on how to put them into practice in easy natural ways.

By working through this booklet steadily, you will begin to embed these listening and questions skills into your daily life.

You may find it useful to repeat this 5-day plan or even plan to do it over 5 weeks instead. Repetition will help you make these questions a habit in a gradual way, eventually making them your own.

Practice using these questions in an informal way with friends, family, and colleagues.

It can be fun to learn what it is like to be on the receiving end of these questions. Share this 5-day plan with others and have your friends, family, or colleagues ask *you* the questions as well. Learning with others is fun and helps accelerate your own learning.

[Send them this link to get them started!](http://www.cleanlanguagetraining.com)  
[www.cleanlanguagetraining.com](http://www.cleanlanguagetraining.com)

These questions and style of asking have been honed over 25 years for their effectiveness. I know it may sound funny to our ears, especially if it seems like the grammar is a bit odd, but don't worry. The person being asked usually does not notice. By sticking with *their words* and the *clean question*, we are sending them on a quest for self-knowledge and keeping the questions about them and what they know.

**LEARNING TIP:** Learn these questions **just as they are presented**. It is not necessary to change the questions to fit conventional grammar (like tense or changing their words just a tad to satisfy our grammatical ear).

If you follow the guidelines as presented you will be able to bring these questions to life and blend them seamlessly into your conversations.

Enjoy your journey,

Sharon Small

**We are glad to have you in our  
Clean Community.**



**CHANGING THE WORLD ONE QUESTION AT A TIME!**

## Lets get started right away!

First a little about Clean Language in general.

Clean Language is about **trusting** the *other persons ability* to solve their own problems, create their own strategies and desired outcomes. It is also about your actualizing a personal intention of holding others in both respect and as capable.

It is a Clean Facilitators job to listen exquisitely. This simply means to listen with **focus** and **attentiveness**. In other words, to be engaged.

It is possible to ask a Clean Question, all the while holding your own agenda. It is important to ask these questions with a clean intention. An aspect that we develop as Clean Facilitators is **a frame of open, neutral curiosity**. This helps us loosen our habits of judgment, making assumptions, leaping to conclusions, and giving suggestions.

A rule of thumb that is helpful to follow is:

- Only repeat what the other person says (just the way they say it)
- Only ask a Clean Question (as you will be learning)

Asking a Clean Question begins with incorporating the other persons exact word(s).

We call using a persons exact words “**parrot phrasing**”. The intent is not to mimic the other person, but

to:

- Show you have **listened exquisitely** by knowing *just what they said*.
- Respect the other person's **choice of words** as having a reason and logic that *makes sense to them*.
- Not inadvertently or subtly **change the meaning** of what they said by using either a different form of the word (run vs running) or your interpretation of *what they meant* (tired of vs overwhelmed).

Asking a Clean Question begins with incorporating the other person's **exact word(s)**.

**A good question to start with is:**

**And what kind of (\* \_\_\_\_\_ )?** \*filling in the ( \_\_\_\_\_ ) with the other persons exact word(s)

**Variations:**

And what kind of ( \_\_\_\_\_ ) is that?

And what kind of ( \_\_\_\_\_ ) is that ( \_\_\_\_\_ )?

**Abbreviation: WKO**

I have chosen to start with this question for four reasons:

1. It is one of the most commonly used clean questions
2. It is simple and highly applicable to use (without feeling like you sound too strange) as you begin to practice inquiring cleanly.
3. It immediately helps us begin to check our assumptions by asking a question that has a bit of a classification or categorizing effect.
4. It is most often an easy question to answer

Notice the question begins with *'And'*. This *'and'* incorporates what has come before, softens the delivery, and begins to point the other person's attention towards what you are going to ask about.

Tip. You can also ask the same question more than once.

Example:

I got a new bike.

And what kind of bike? It's a mountain bike

And what kind of mountain bike? Diamond brand.

You can work with Clean Questions in multiple contexts. You can ask about:

- Objects - things in the observable physical world • Activities - what people are up to
- Internal or external sensations - What we experience from our five senses: see, hear, taste, touch, and smell. As well as internal sensation states: stiff\* ankle, warm\* belly, soft\* heart - \*notice the internal sensations often use metaphorical association with what we know from our 5 senses
- Emotions - sad, mad, glad, happy, anxious, excited, pleased, curious
- Metaphors - when someone uses the attributes of one thing to express something else

**Here are some examples:**

**An object:** (motorcycle)

Q: What did you do this weekend?

A: I bought a new motorcycle

Q: And what kind of motorcycle? A: I got a BMW R1200

Q: And what kind of BMW motorcycle is an R1200?

A: Its a pretty big bike, but I wanted to be able to take longer rides and be comfortable.

**An activity:** (vacation)

Q: What are you doing this summer?

A: We are heading out for vacation on Tuesday Q: And what kind of vacation?

A: We're hoping it is relaxing, but already have lots of things planned.

Q: And what kind of relaxing is *that* relaxing?

A: That kind of relaxing is where we feel like there is all the time in the world to do what we want.

Notice the word *that* in italics above. Using *that* just before the word relaxing helps point the person's attention to relaxing and also helps distinguish it as a kind of relaxing that is specific to them.

I like to call *that* a pointy word - it points attention and specificity.

**A sensation: (Looser)**

Q: How is your ankle today?

A: It is feeling better, a bit looser than yesterday.

Q: And what kind of looser?

**An emotion: (exciting)**

Q: How was the concert?

A: It was really exciting

Q: And, what kind of exciting?

A: When the band started playing I could feel my heart leap in my chest.

Everyone was yelling and started dancing. I haven't had so much fun in ages!

**A metaphor: ("like a carnival")**

Q: How are you doing?

A: It's been like a carnival all day

Q: And what kind of carnival?

Although the example of asking a question about a metaphor (carnival) is the last example, it is by no means the least. Metaphors have been determined to carry much of our meaning through the logic and structure of how they are framed. The experience of a carnival is different to a hamster wheel.

Metaphors are how we, as humans, express complex experience in a small set of words.

In Clean Language we use metaphor, in general, as an over arching term for most symbolic forms of speech: analogy, simile, and any symbolic language (i.e. it is not literally the thing itself, ex: “he left me hanging”)

*“The essence of metaphor is understanding and experiencing one thing in terms of another.”*

*Lakoff & Johnson*

## Practice Tip

We all like it when conversations focus around what we like and do well. Begin by giving the gift of attention to others by focusing your questions on resourceful or desirable aspects of their experience.

Not sure if it is desirable or resourceful? Ask “Is this something you like and want?”

As you begin to use your **What Kind Of** question, begin to notice all the things you can ask it of. See if you can play a game with yourself and imagine what kind of answer a person might give if you asked that question of other words they use(d).

Now, don’t ask it of every word, of course! Be selective and have fun learning more about the person you are talking with.

### Activity 1:

When in conversation with others, see how often you can use the **What Kind Of** question for slight

clarification, before going into the conversation the way you usually do. First ask, then, if necessary, tell or share.

**Activity 2:**

Try going out to lunch with someone you know well and seeing how many times you can ask them a “what kind of” question, really listening and asking with a lovely open neutral curiosity.

*I once did a training with Marian Way of Clean Learning in the UK. Over lunch she asked “What kind of” **11 times** before anyone noticed!*

Most of all...

Have fun on Day 1,

Sharon

## Day 2 - Question 2      Anything else?(AE)

Did you have a chance to use the question “And what kind of \_\_\_\_\_?” yesterday? I hope you had some fun activating your curiosity.

Today I am going to introduce you to the next most used Clean Question:

**And is there anything else about (\_\_\_\_\_)?**

### **Variations:**

And is there anything else?

And is there anything else about that?

And is there anything else about that (\_\_\_\_\_)?

### **Abbreviation: AE**

When you ask this question you are broadening the horizon of possible information. The question sends the listener on a quest for new or more information.

Although this question is technically a closed question - a person can answer ‘no’ - it may be that there is nothing else to find or the person has yet to engage with the question. Wait for a bit after asking this question; you may find that an answer will come up.

You can ask this question *several times* after just about anything the client says.

Just as in any communication the way *we say things* has an effect on the answer we receive.

Ask with a clean intention; that is, an intention letting the person you are talking with answer in any way that seems fit for them. The idea is to **gather authentic information** and **reduce our influence** over the answers we get by attending to our tone, speed of delivery, inflection, and the use of our own metaphors or interpretations.

It **is** possible to ask a Clean Question, all the while holding your own agenda. It is important to ask these questions with a desire to learn more about the other person without the interjection of your own agenda, assumptions, or suggestions. We call it cultivating a clean intention. Remember our open neutral curiosity from yesterday?

Ask your questions with a bit of ease and lightness. David Grove, the creator of Clean Language Questions used to say that you should never ask a question (too complex or difficult) that an 8 year old could not answer.

Here are the same examples from day one, only with the **Anything Else** question rather than **What Kind Of**. You can see a slight variation in the kind of information that is elicited with “Anything Else”.

### **An object:**

Q: What did you do this weekend?

A: I bought a new motorcycle

Q: And anything else?

A: Well, I had to buy a new helmet and jacket (smiles)

### **An activity:**

Q: What are you doing this summer?

A: We are heading out for vacation on Tuesday Q:

And anything else about leaving on Tuesday?

A: I've got to catch up on my weeks work so I'm ready to go.

### **A sensation:**

Q: How is your ankle today?

A: It is feeling better, a bit looser than yesterday.

Q: And anything else about looser?

A: Lighter, I'm able to walk better now

### **An emotion:**

Q: How was the concert? A: It was really exciting

Q: And, anything else about the concert?

A: It was crowded, so many people were there to watch the band. It was really fun.

### **A metaphor:**

Q: How are you doing?

A: It's been like a carnival all day

Q: and anything else about *that* carnival?

Remember, practice by asking about aspects that seem to be resourceful. That is - what is going well, what is working feelings they seem to enjoy, activities or ways of being that they like and want. This will help prevent you from inadvertently taking your client down a rough road of problems or un-resourceful states.

## Practice Tip:

Continue to keep your focus on learning more about the other person, giving them the gift of being front and center in your attention, just as you did yesterday with the “What Kind of ...” question. Remember to use a curious and open tone when asking the questions.

Try using the different variations of this question through the day. This is a great question to ask in just about any context.

### Activity 1:

When in conversation with others, see **how often** you can ask the “Anything else” question for clarification and expansion.

### Activity 2:

Try using “And is there anything else?” **before ending your conversations**, especially at work.

It is amazing how listened-to and valued people begin to feel when this last check is done, insuring that all instructions or information has been conveyed.

### Activity 3:

Ask yourself this question throughout the day.

- Ending a work project? “Is there anything else I need to do before I end this work project?”
- Bringing dinner home for the family? “Is there anything else I need I need to have for this dinner?”
- Getting ready for bed? “Is there anything else I need to do this evening before I head to bed?”

### Activity 4:

Put your **What Kind Of** and **Anything Else** questions together

Experiment by changing which question you ask first. Pay attention to what happens and the different kind of information you get.\*\*

*James Lawley from [www.cleanlanguage.co.uk](http://www.cleanlanguage.co.uk) and co-creator of Symbolic Modeling tells a story of a new learner who did an entire 7 minute session with great results only using “And is there anything else?”*

*When asked what prompted the learner to ask this question over and over again, his response was “it was the only clean question I could remember!”*

Have fun and stay curious,

Sharon

# Day 3 - Question 3 What would you like to have happen? (WWLHH)

How did you get on with ‘**What Kind Of**’ and ‘**Anything Else**’? Have you learned something new about people you know or work with? Have you asked yourself the questions as a fun way of gaining clarification for yourself?

Are you feeling more curious? I hope so.

Today we are going to learn the primary question we use in Clean Language for finding out more about *what people want* and stimulate their outcome-oriented thinking. We call this **developing** or working towards a “**desired outcome**”.

**A desired outcome is something that you want but you don’t have yet.** In Clean Language a desired outcome is a bit different to *goals*, as we do not make the distinction of whether or not the desired outcome is SMART: specific, measurable, achievable, realistic or time bound. We let our client come to that distinction themselves.

We let our clients have the opportunity to dream and/or use metaphor to enhance moving towards what they want.

## **Abbreviation for Desired Outcome: DO**

To begin designing a desired outcome we start with the question:

**And what would you like to have happen?**

## Variations:

And what would you like to have happen *now*?

And what would you like to have happen (*today, with this project, in our relationship, etc*)?

And when (\_\_\_\_), what would you like to have happen?

And when (\_\_\_\_), what would you like to have happen now?

\*you can use this question very successfully with yourself. Simply replace the 'you' with 'I'.

And what would I like to have happen? And what would I like to have happen now?

And when (\_\_\_\_), what would I like to have happen? And

when (\_\_\_\_), what would I like to have happen now?

## Abbreviation: WWLHH

When you're not sure what you want, develop a desired outcome.

When something is not the way you would like it to be, use the desired outcome question to change your frame from what is not working to what you would like to have happen instead.

Desired Outcomes don't have to be big dream style, and yet they can. As well as being the first question I ask a client when we begin a Symbolic Modeling session, I often use this question throughout the day to help me stay on my course.

Sometimes developing a desired outcome requires working with constraints present in 'what is'.

These constraints can be problems, difficulties, or simply the realities of life.

**A problem is something you have and don't want.** Although it may feel intractable, you have some agency over changing problems. An example might be challenges with in-laws, work relationships, money issues, etc.

**A difficulty is something you have, don't want and is outside of your immediate control.** An example of this might be an illness, work processes that are controlled by others, and another person's behavior or outlook.

**A reality is something that simply is.** An example might be having children, a house, and a job. They are not inherently good or bad and, depending on the context, may feel limiting or challenging or be our greatest blessing.

Although “**What Would You Like to Have Happen?**” is a beautiful question for helping move towards what we want from a challenging position (a problem or difficulty), it is also a most amazing question for gaining rapport, finding out more about who you are with, and generally creating a more forward or towards thinking environment.

Here are a few examples of this question in action. Now I am going to add some complexity quite quickly here by also integrating **WKO** and **AE** into this questioning model so you can see how they all begin to fit together.

Here we go ...

**From neutral to natural:** Asking about a desired outcome in an open setting (ie not problematic, difficult

or constrained)

Imagine you are going to spending the evening with a dear friend or spouse

Q: And what would you like to have happen this evening?

A: Have some fun

Q: What kind of fun?

A: Lets start with some dinner and then maybe we can head to the beach (I am going to stick with G-rated fun for this introduction)

Q: Ooo, sounds good. Anything else?

A: Ya, lets not worry about the time and all. No need to stress our evening with a schedule. I had thought about a movie ... but didn't want to squish in with a time line.

Q: And what kind of dinner would you like to start with?

Notice this last question smoothly incorporates what the person had answered for the second question - keeping it clean - while directing their attention from **fun** back to **dinner**. (I was hungry when I wrote this)

**From problem to pleasing:** (asking about a desired outcome from a problem state)

Imagine a friend has called you to talk. They have had a hard day and just want to download a bit.  
"Ring ring" ... you answer the phone:

Q: How are you?

A: It has been a really hard day Q: Mmm, and what kind of hard?

A: There is just so much on my plate right now.

Q: And when so much on your plate, what would you like to have happen?

A: I'd like to delegate some of my work to other people

Q: and what kind of delegate?

A: Well, I can't really assign work to other people, but I could ask a couple of my co-workers if they have some time to help me.

Q: And is there anything else about that kind of delegate?

A: Ya, I think it is mostly a matter of making sure I go to people who are good at or like what I need help with.

**From difficult to decisive:** (asking about a desired outcome difficulty - i.e. a boss that exists and simply *are the way they are*)

Imagine you are talking to a co-worker who is in a different department than you:

My boss is just killing me!

Q: And when your boss is just killing you, what would you like to have happen?

A: He is just such a micro-manager

Q: And when he's a micro-manager, what would you like to have happen?

A: I don't know. Maybe I need to look for a different position.

Q: And what kind of position?

A: Maybe moving to engineering support or projects. Someplace where I have more autonomy

Q: And anything else about more autonomy?

## **From Reality to Realization:** (asking about a desired outcome from a constraint)

Imagine your chatting with a friend who holds down a full time job, has three children, and has been feeling overwhelmed.

Q: How have you been, friend?

A: I've been feeling pretty overwhelmed lately with my job and taking care of the kids. Q: And when feeling overwhelmed with your job and taking care of the kids, what would you like to have happen?

A: I'd really like to find some free time, just for myself.

Q: And what kind of free time?

A: Gosh, just an hour a day with nothing to do but let my mind wander would be great.

Q: And is there anything else about *that* hour?  
or (AE about *let mind wander?*, or AE *nothing to do?*)

## **Using What would you like to have happen with yourself:**

I often use this question, **WWLHH**, at different points during my day:

**In the morning when I just get up “what would I like to have happen this morning?”**

When I have a task list that is a mile long (haha, note the metaphor) and I am not sure where I want to start:

**When (all of this) “what would I like to have happen right now?”**

When I come against an obstacle (internal or external) that necessitates a change in trajectory or outcome:

And when (my perceived obstacle), “what would I like to have happen?”

With my partner when we are at an impasse in mutual decision making ...

With my daughter when she complains or is having a bit of a hard time at work ...

## Practice Tip:

This is a wonderful question for pointing attention towards what one wants and is possible. Practice using this question along with your **WKO** and **AE** questions, putting all three together.

### Activity 1:

Next time you have a decision to make with another person, or people, ask them **what they would like to have happen** before you assert your wants or desires. Remember to add in your **WKO** and **AE** questions to gain clarity for both you and them.

### Activity 2:

When you are in conversation and someone poses a problem or difficulty - rather than jumping to a suggestion, ask the person “And when (their words for problem or difficulty), what would you like to have happen? \*remember to use your **WKO** and **AE** questions to help them gain more clarity.

### Activity 3:

Write a list of three things that are not just the way you would like them to be. On paper, use this question, “And what would I like to have happen?” along with **WKO** and **AE** to define a solution or

alternate outcome.

*In 2014 my daughter asked to come home to stop smoking heroin. When talking with her she said that living on the street was not an option for her. Here is what I asked her: And when you can't smoke heroin while you live here and living on the streets is not an option for you, what would you like to have happen? She has, over time, designed a successful recovery program for herself with Clean Questions supporting her in her thinking. Having Clean Language skills and principles gave me what I needed to trust in her capability to help herself.*

Looking forward to tomorrow,

Sharon

# Day 4 - Question 4      Then what happens?(TWH)

I hope you have had an opportunity to use the three clean questions you have been introduced to thus far. Even if you don't have someone to work with or ask the questions of you can grab a note pad and ask them of yourself.

Our next question is useful for testing out how decisions, changes, or even lack of change might effect the future. It gives the person you are working with an opportunity to take a moment and *simulate what might happen* once they make the change, take the action, or create the distinction they want.

Here is the fourth question: This will really ignite their curiosity

**When (\_\_\_\_\_), then what happens?**

## **Variations:**

And then what happens?

And when (\_\_\_\_\_), what happens next?

## **Abbreviation: TWH**

Sometimes our solutions seem like a good idea, but perhaps we have not done an ecology check. An ecology check is when we try on our idea or solution and forward pace ourselves to see how *what we are going to do next* might effect other people, other situations, or other aspects of our lives.

Let us use the examples from yesterday to see what kind of thinking, understanding, appreciation, or

even changes this might make.

**From neutral to natural:**

Q: And what would you like to have happen this evening?

A: Have some fun

Q: What kind of fun?

A: Lets start with some dinner and then maybe we can head to the beach (I am going to stick with G rated fun for this introduction) G rated fun for this introduction)

Q: Ooo, sounds good. Anything else?

A: Ya, lets not worry about the time and all. No need to stress our evening with a schedule. I had thought about a movie ... but didn't want to squish in with a time line.

Q: And when we don't worry about the time and all, then what happens?

A: Well then we can just enjoy the evening without an agenda.

*Notice I changed the last question in this set to our new question "And then what happens?"*

An alternative, if you're hungry (lol) might be something like this:

Q: And when we don't worry about the time and all, then what happens to dinner?

A: haha, we had better go eat. Maybe that little place down by the beach ....

*\*Notice I changed the last question this set to our new question  
"And then what happens?" - while directing their attention from fun back to dinner.*

## From problem to pleasing:

Q: How are you doing?

A: It has been a really hard day Q: Mmm, and what kind of hard?

A: There is just so much on my plate right now.

Q: And when so much on your plate, what would you like to have happen?

A: I'd like to delegate some of my work to other people

Q: And what kind of delegate?

A: Well, I can't really assign work to other people, but I could ask a couple of my co-workers if they have some time to help me.

Q: And is there anything else about that kind of delegate?

A: Ya, I think it is mostly a matter of making sure I go to people who are good at or like what I need help with.

Q: And when you do that, then what happens?

A: Well, I'll get more done for sure. I think it will feel better for all of us. I'll have less to do and they'll be doing things that feel better for them as well.

## From difficult to decisive:

My boss is just killing me!

Q: And when your boss is just killing you, what would you like to have happen?

A: He is just such a micro-manager

Q: And when he's a micro-manager, what would you like to have happen?

Q: And when he's a micro-manager, what would you like to have happen?

A: I don't know. Maybe I need to look for a different position.

Q: And what kind of position?

A: Maybe moving to engineering support or projects. Someplace where I have more autonomy

Q: And when you have more autonomy, then what happens?

A: I'll have to mind my schedule more tightly to be sure I am tracking the projects I choose adequately. So in a way, more autonomy means I'll have to be more of my own boss - managing as well as doing.

### **From Reality to Realization:**

Q: How have you been friend?

A: I've been feeling pretty overwhelmed lately with my job and taking care of the kids. Q: And when feeling overwhelmed with your job and taking care of the kids, what would you like to have happen?

A: I'd really like to find some free time, just for myself.

Q: And what kind of free time is that free time?

A: Gosh, just an hour a day with nothing to do but let my mind wander would be great.

Q: And is there anything else about that hour? or (AE about let mind wander, or AE nothing to do)

A: I'll have to really put some effort into making it happen.

Q: And when you have the hour to let your mind wander, then what happens?

A: I'll be a better mom, less anxious and tired with the kids. I may even be more creative at work with a bit of mind space ...lol.

## **A little bit more about asking the “And then what happens?” question**

There is a funny flip that we do with this question when working with something problematic. You might have noticed this in the previous examples. Here are the **TWH** questions from the examples above.

A: Ya, lets not worry about the time and all .....

Q: And when we don't worry about the time and all, then what happens?

A: Ya, I think it is mostly a matter of making sure I go to people who are good at or like what I need help with.

Q: And when you do that, then what happens?

A: Maybe moving to engineering support or projects. Someplace where I have more autonomy

Q: And when you have more autonomy, then what happens?

A: I'll have to really put some effort into making it happen.

Q: And when you have the hour to let your mind wander, then what happens?

We phrase the “And then what happens?” question as if what we are asking about is already so. This is the only question in Clean Language where we intentionally make a slight grammatical switch. There are some good reasons for this, the least of which is it prompts the person to think about and simulate (in their imagination) how it might be once the desired outcome is achieved. This helps both you, as a new facilitator, and your client stay on a more resourceful path.

## Practice Tip:

You can use this question alone or with the other clean questions. It is a great one to use when someone is talking about something they would like to, need to, or want to do.

### Activity 1:

Practice listening for people making plans - ideas they are thinking of implementing, something they would like to get done, ect. Simply ask this question of their plans and see what happens.

Example: “And when you add a new link to your site, then what happens?”

### Activity 2:

Practice using this question at various places in your clean inquiry and notice what works and what doesn't. Begin to calibrate the kind of information it works best with and how the delivery style can make a difference.

### Activity 3:

Ask yourself this question when you have an idea, want to begin something new, or make a change. See how doing a quick future pace or simulation can help you understand the more complex effects what you are doing or going to do may have. Notice the difference this makes for you.

I have a colleague who uses a variation of this question almost exclusively in his cause evaluation interviews. After he asks the person he is interviewing “What happened first?”, he follows that with “And then what happened” or “And what happened next?”, sometime even shortening it to “And then what?”. You can see that present or past tense this question can be very useful. By asking this question he is helping his interviewee develop a natural sequence simply by asking “And then what happened?” He then goes back and asks more specific questions in relation to the time line he and his interviewee developed.

# Day 5 - Question 5      A mini-model for Clean Inquiry

## Putting it all together in a mini-model for Clean Inquiry and lite problem solving.

I hope you have enjoyed this time of learning and implementing some Clean Questions into your work and life.

This four day mini-model for Clean Inquiry that I have shared with you is highly useful - it is also just the tip of the iceberg of what can be done with Clean Questions.

This model is very useful for **helping people** find out more *about themselves*, do light *problem solving*, and for use in *self inquiry*.

Here is a card you can print out and carry with you to help you make these questions part of your curiosity repartee.

**A Mini-Model for Clean Inquiry**

**WWLHH?**

What would you like to have happen?

**WKO?**

What kind of?

**AE?**

Anything else?

**TWH?**

Then what happens?

If you would like more Clean Language questions to work with and some other handy learning resources, visit our Resource page at [www.cleanlanguagetraining.com/resources](http://www.cleanlanguagetraining.com/resources)

Clean Language is not *just* a set of questions. It is a modeling process that is simple in design and gives you the skill to model complexity and clients inner landscapes.

There are many smaller models using clean questions, like this mini-model of Clean Inquiry I have introduced to you over these past 5 days. What they will give you is a good start in memorizing and using the questions. What they will not give you is experience and insight into working with 'clients' metaphors and you will not be modeling.

The questions you have been introduced to and you can access on our resource page are the primary clean questions as derived by David Grove. David was an innovator and avid hands-on-learner. He honed the primary Clean Questions over 12 years of working with clients from light family therapy to deep trauma work - victims of horrific abuse and war veterans.

This was followed up by Penny Tompkins and James Lawley, two NLP psychotherapists based out the UK. Penny Tompkins & James Lawley took David's work, added an outcome frame called the PRO model (Problem, Remedy, Outcome) and developed a teachable model we call Symbolic Modeling.

You might often hear Clean Language and Symbolic Modeling used synonymously. Clean Language is often used as an over arching term to include anything in which Clean Questions are used.

There is a slight distinction that I think is important to keep in mind. Here is a description with simplicity of terms and space available in mind:

**Clean Language** is the use of Clean Questions in an **inquiring frame**. It can include modeling and has been used to make many useful smaller models that one can use in a variety of situations - using **one or some** of the primary Clean Questions.

**Symbolic Modeling** is modeling the inner complexities and **metaphor landscape** of a persons subjective experience using Clean Questions and principles. This is in-depth complex modeling that is best learned in a course room with others.

For more clarity on this check out this post by James Lawley & Penny Tompkins where they differentiate between Clean Language **as a method** and using Clean Questions **in a methodology**:

<https://cleanlanguage.com/what-constitutes-clean-language/>

There is so much to learn and share. I could pontificate for ages due to my own enthusiasm for this work... but I will spare you today...lol!

### WHAT WOULD YOU LIKE TO HAVE HAPPEN NEXT?

And when you have learned a bit about *clean* and put some questions into practice, what would you like to have happen next?

Would you like to experience Clean Questions first hand?

<https://cleanlanguagetraining.com/work-with-sharon/>

Would you like to learn more and meet others who are interested in Clean? Try a complimentary LIVE webinar.

<https://cleanlanguagetraining.com/clean-language-webinars/>

Would you like to become a Certified Clean Language Facilitator?

*E-Mail me at [info@cleanlanguagetraining.com](mailto:info@cleanlanguagetraining.com) and we'll talk.*

**Would you like something different to any of the above?**

*Email [info@cleanlanguagetraining.com](mailto:info@cleanlanguagetraining.com) and let me know what you'd like to have happen next.*

In warmest regards,

*Sharon*

The End





