



# IgnitePotential

Winter 2006

Volume 1, Issue 02

# *Ignite Potential*

By: Leanne Hoagland-Smith, M.S.

President & CEO of **ADVANCED SYSTEMS**

**Winter 2006**

All rights reserved.

Copyright 2005(c) Leanne Hoagland-Smith,  
[www.processspecialist.com](http://www.processspecialist.com)  
219.759.5601

This Ezine will be published on a quarterly basis beginning in Fall of 2005 and may be freely published in its entirety. Past issues will be available on the [website](#). Permission to publish this Ezine electronically or in print, as long as the bylines are included, with a live link, and the Ezine is not changed in any way (grammatical corrections accepted). To reprint excerpts from this Ezine, please contact [info@processspecialist.com](mailto:info@processspecialist.com).

# Table of Contents

A Word from the Editor

Page 04

## **Featured Article**

*Reflections of the Past*

Page 06

*So What Can I Do?*

Page 14

*Your Thoughts*

Page 16

*About the Author*

Page 17

## **A Word from the Editor**

Possibly, the reason that you downloaded this second issue of *Ignite Potential* is because you enjoyed the first issue or you recognize that your beliefs may be hindering where your son, daughter or that special young person is and you now want to help them be so much more. You may also realize that you must help your child increase her or his motivation. Finally, you may just be curious about how to continue to ignite potential and achieve dreams for someone you know or even for yourself. Whatever your reason, thank you for taking the action to add this Ezine to your experiences.

My purpose for Ezine is that after you have read each quarterly issue, you will be able to better crystallize your necessary course of action or have some real world life strategies that will change the life of your child and possibly even your own life. At the end of each issue, is an opportunity for you to begin to apply knowledge.

May you have an opportunity to connect your passion as a parent, caregiver, teacher or caring individual to your

purpose to double the performance of your daughter, son or that special young person.

I look forward to hearing your thoughts.

*Leanne Hoagland-Smith*

P.S. I have intentionally left wide margins for you to make your own personal notes. Please feel comfortable in adding your own thoughts to this Ezine because by doing so you are already igniting your potential thereby changing your life.

**Winter 2005**

**Featured Article**

*Reflections of the Past*

Hopefully, you now have a better understanding of how our beliefs along with our dreams are the first step to igniting potential. Before we can look to achieving our dreams, goals and changing our lives, it may be beneficial to identify what can extinguish that bright flame we call potential. Failure to reflect upon our selves, our actions and our environment can dampen if not snuff out our potential.



Reflection begins with our very earliest experiences as children. Remember hearing about all the don'ts as a child. Don't talk to strangers, don't go to where you aren't wanted, don't write on the wall, the list continues. These early don'ts in our lives set the stage for a foundation of negative conditioning. We grow from don't children into can't adults.

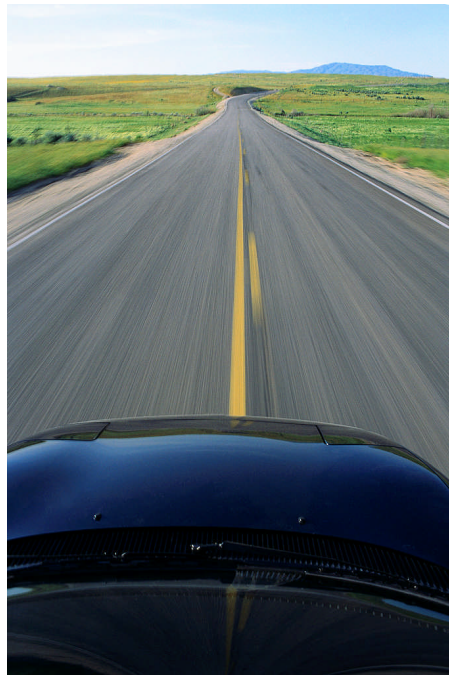
How many times have you said to yourself or someone else, I can't do this or do that?

Have you ever had an incredible idea that you shared with someone just to have the other person tell you all the reasons why this idea was doomed to fail? Unfortunately, we have been conditioned to the **"no's"** in life instead of the **"yesses."** It is almost like we embrace misery over joy or scarcity over abundance. Our young people have also experienced that same conditioning and probably even more so with all the mixed messages being delivered through the various media of television, print and radio.

This conditioning combined with foundational beliefs affect the motivation of all individuals and especially the motivation of young people. Adults through additional learned experiences have developed better coping skills to overcome these two factors. Young people lack the experiences and therefore need [additional strategies](#) along with proven tools to improve their motivation.

If you don't believe that conditioning is every present, consider the following scenario. You are driving down the

highway on a great afternoon. The sun is warm. You aren't in any particular hurry so your speed is 55 miles per hour. As you take a turn around a bend, you spot a police car and what happens to your right foot? All of the sudden the fear of having a ticket, being "gawked" at by other drivers, your right foot suddenly develops a mind of its own and eases off the gas pedal and may even hit the brakes. Even though you were not speeding, conditioning took over. Conditioning is very powerful and when combined with beliefs can either be a catalyst for connecting passion to purpose to double performance or become a blanket that snuffs out our potential, our dreams, our goals and our futures.



### **Understanding the Cycle of Potential**

Within the cycle of potential or what some call the [Law of Process](#), reflection is extremely critical. Potential resides in

each and every one of us. We all begin in a place of unconscious incompetence (Stage One) where we don't know what we don't know. At this stage of our life, we are pretty happy campers. Many young people when they enter adolescence seem to stay in this stage for several years or longer.

By crossing over the Bridge of Discovery, we now know what we don't know or we are consciously incompetent (Stage Two) Again, emotionally we are still not happy, but our potential is beginning to flicker.

Through the Bridge of Learning, we become consciously competent (Stage 3) or now we know what we know. At this stage, we are somewhat happy, but still not as happy as we could be. Our potential flame is burning even more brightly.

To reach the state of being unconsciously competent (Stage 4), we required numerous opportunities to practice what we know. Through practice and repetition, our performance becomes almost second nature. We all can quickly answer correctly what is 10x10? However, our response would not be as quick nor as right for the answer to 24x23. Our early

childhood experiences provided us numerous opportunities to learn 10x10, but very few opportunities to learn 24x23. At this stage, our potential is burning because we have united our learning to our performance. We feel good and here is where success breeds success.



Try the following activity to understand the significance of reflection within your daily life. If you are wearing a watch, remove it and put it in a drawer away from your eyesight.

Then with a pencil or pen on the lines below describe what your watch looks like. Be as specific as possible. Use the next page to write your description.

---

---

---

---

---

---

---

---

---

---

Now, take the watch out of its hiding place and see if what you wrote accurately describes your watch. For many, there are at least one or two discrepancies between the actual watch and what was written. How many times have you placed that watch around your wrist? Yet, accurately describing the watch presented a challenge. In life, we are so busy with everything that we fail to reflect on the actual specifics of anything.

## **Reflection Requires Time**

Reflection is a learned behavior based upon an existing belief system. If your young person needs to improve his or her higher thinking skills, reflection is a required skill.

Unfortunately, in today's education environment, there is very little time for reflection and

so newly learned concepts do not have enough time to adhere to existing learned experiences.



Accepting the consequences of our actions is also part of the reflection process. Did you as a parent or as a child ever participate in the "Go stand or sit in the corner"? The real purpose about this activity is to have the young child reflect about the consequences of his or her behavior. However, since reflection is an abstract thought process and most young children (up to the ages of 9-10) have not developed the ability to think abstractly, the real value and potential of this activity is lost.

## **The Value of Questioning**

To secure value for this punishment activity requires the adult again to engage the young person in a simple questioning process that builds a concrete understanding about the consequences of the undesirable



behaviors. This questioning process should not end when the child no longer stands in the corner, but as the child grows into adolescence. Using a questioning process is another way to ignite potential to change life.

For example, the young person fails to deliver the grades that the parent believes possible. Instead of being reactive to this situation, the parent becomes proactive by asking a mixture of open-ended question and closed-ended questions. These questions are specific to the young person and may include some of the following:

- I noticed that you received this grade. Would you help me to better understand why this happened and what I can do to help you in the future?

- You have talked about doing \_\_\_\_\_ (fill in the blank) in the future. How will this affect your future choices?
- Can you describe what someone would want as a future college student or employee? (This is connected to their future career choice.)
- What will your future career look like? What will you be doing day in and day out? (Many young people have idealistic visions of a career such as doctor and don't truly understand the demands or the routines.)
- Will your current actions allow you to realize your dreams and goals? If not, what do you need to do?

<b>Your Thoughts:</b>

## **So What Can I Do?**

1. Begin talking to your young person and not at your young person. Recognize that young people need time to share their thoughts.
2. Ask the young person what do they think about their future?
3. As an adult, begin to practice reflection and share those reflections with that young person when appropriate. Modeling is one of the best ways to change behaviors because the other individual is reacting to your behaviors based upon your internal beliefs and not because of your behaviors.
4. Ask yourself if you are being only reactive instead of proactive? Then reflect upon how you can change a reactive situation into a proactive situation.
5. Through reflection, look to your own beliefs and consequently behaviors that are limiting the potential of the young person.



## About the Author

### Leanne Hoagland-Smith, M.S.



Leanne Hoagland-Smith, M.S. founder and president of **ADVANCED SYSTEMS**, has over 20 years in management and leadership along with almost 10 years in education. She has [spoken](#) at national conferences on leadership for both adults and youth as well as performance based educational reform solutions. Leanne has [designed and facilitated workshops](#), curriculums, programs and seminars for businesses, manufacturing, not for profits, educational organizations and governmental agencies. Her [articles](#) have been published nationally in a variety of journals and newsletters. As the process specialist, she works with individuals to connect the Passion to Purpose to **DOUBLE** Performance through improved learning and improved processes.

She has co-authored a forthcoming book [M.A.G.I.C.A.L. Potential™ 7 Capacities to Go Beyond Purpose to Achieve](#). Her ongoing efforts with her clients continue to produce numerous models and tools to help her clients reach new levels of success including the **S.W.I.N.G.S. Model for Effective Facilitation©** and the **Competency and Behavior Pyramids©**.

Leanne believes that performance improvement does not have to be rocket science because very few people come to work thinking how they can “mess things up.” The real issue is that most individuals have never been developed to maximize their potential. **Such dramatic change must come from within each individual. Yet, most training and learning is at least**

**90% externally directed.** For change to be sustainable, each individual must **want to change** because no one, absolutely no one, can change anyone's behavior for an extended amount of time.

Please visit [www.processspecialist.com](http://www.processspecialist.com) and explore the site from free articles to learning about the secret to success. Yes, there is a secret, well it really isn't a secret, but most people just fail to see the secret because in the words of Marcel Proust:

*"The true voyage of discovery is not seeking new landscapes, but seeing with new eyes."*